

LANGUAGE AND AUDITORY
HALLUCINATIONS IN SCHIZOPHRENIA

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APPENDIX A

DISCOURSE TASKS CONSIDERED WHEN **CHOOSING TASKS FOR THE STUDY**

Key:

* = Task chosen

Narrative Discourse

Picture-sequence elicited narratives:

- * 1. Longest available are generally six or eight pictures as used in the study
(source: Plauen, E.O. (1952) Vater und sohn. Konstanz: Sudverlag.)
- 2. Some researchers have used video narration or a picture story presented by filmstrip projector, e.g. Chaika and Alexander (1986, Discourse Processes, 9, 305-328) 'ice-cream passages', but this would introduce difficulties in obtaining the equipment.
- 3. There are many examples of story retelling passages, but these would be very dependent on memory abilities and language comprehension.

Self-generated narratives:

1. Personal experiences, e.g. frightening, embarrassing, happy, funny, to elicit narratives.

However, these do not all elicit narratives in most participants.

‘Frightening’ or ‘embarrassing’ elicit more narratives, but people frequently do not remember embarrassing experiences.

‘Happy’ seems to elicit descriptions, and does not generally elicit a discourse sample in participants who are diagnosed as depressed.

Suggesting an imaginary situation would be frowned upon where participants might be encouraged in ‘manic’ or ‘delusional’ ideas e.g. about possible wins on the lottery. Also, it was thought possible that, particularly participants with poor language comprehension might mistake these suggestions for reality. In addition, ethically it would be difficult to justify talking about experiences that participants are unlikely to experience at least in the foreseeable future.

Generally, emotionally-negative topics elicit more complex narratives than emotionally-positive topics, particularly in participants with mental illness, but this could introduce difficulties because of participants’ subsequent requirement for support from staff following the sessions.

2. Some researchers have used more general terms, e.g. describe a memorable experience (Biddle *et al.*, 1996, Journal of Communication Disorders, 29, 447-469), but these were perceived to be more difficult for participants with a limited range of experiences and limited language abilities.

3. Some researchers have used story stems, e.g. Coelho *et al.* (1990, Journal of Psycholinguistic Research, 19 (6)) used the following stems with normal young adults:

- a. Once there was a man flying a plane over the mountains...
- b. Once there were two boys who were lost in a deep and dark cave...
- c. Once there was a family who lived in the desert.

Participants were told to finish the story. However, participants with a disrupted educational and domestic background and with a restricted range of experiences, such as the majority of participants in the study, would probably find a similar task difficult.

* 4. Participants were asked to tell the story about their life before they came to the institution concerned (within their experiences, and not involving imagination)

Procedural Discourse

Procedures used predominantly with head-injured participants include:

Withdrawing money from a bank account

Doing the dishes by hand

Writing and sending a letter

Visiting the dentist

How to change a light bulb in a ceiling fixture

How to buy groceries

How to play a sport

Li *et al.* (1995, *Journal of Communication Disorders*, 28, 39-55) used the following familiar and unfamiliar topics to elicit procedural discourse with aphasic individuals.

Familiar topics:

Going out to dinner

Clearing the table after a meal

Getting ready for bed

Going to the market

Getting a haircut

Changing bed sheets

Brewing a pot of coffee

Taking a shower

Going to the doctor's office

* Making a sandwich (particularly useful due to availability of key frames in Ulatowska et al. (1983, Brain and Language, 18, 315-341)

Unfamiliar topics: (considered difficult for some participants, with limited experiences, and limited language abilities)

Going on a mountain climbing expedition

Saddling a horse

Making a ceramic vase

Making a beanbag chair

Painting a watercolour landscape

Participating in a marathon walk

Acting as a stage manager for a play

Conducting a symphony

Preparing to scuba dive

APPENDIX B

INFORMATION SHEET FOR PARTICIPANTS WITH SCHIZOPHRENIA

(approved by clinical team, and written on headed notepaper)

Conversation Research (Speech and Language Therapy Department)

I am writing to ask you whether you might be interested in getting involved in the above project. The project is based at University College London. As you know, there are some mentally ill hospital patients who have difficulties with their communication. Each person's problems getting his message across is different from that of other people. We are therefore carefully analysing some conversation from twelve patients to give more information about the difficulties that the person is having. This will allow us to find the best language therapy we could offer these people.

We need to record the conversation of people in the study so that we can analyse their communication. Members of staff working with you thought that you might be interested in this project. If you consent to take part, Sarah Kramer will do a number of language tasks with you. This will take about one hour. All your work will remain completely confidential. Any information coming from this project will only be used without any mention of the names of people who have been involved in it. The information will be used to help people who experience difficulties in conversation. Should you wish Sarah Kramer to use this information to provide the clinical team with information about your way of communicating or to offer you language therapy, she will be glad to do so. If you choose to take part in this study, you have the right to withdraw at any time. Your decision about this study will not affect your other treatment in any way.

APPENDIX C

**RESEARCH CONSENT FORM FOR PARTICIPANTS
WITH SCHIZOPHRENIA**

(approved by clinical team, and written on headed notepaper)

I consent to the recording of my conversation with Sarah Kramer, for research purposes. I understand that confidentiality will be fully maintained. I am aware that I have the right to withdraw from the study should I wish to do so. My decision about this study will not affect any other treatment that I may be offered. Should I take part, my clinical team will be informed about my communication if I give my consent.

Signature _____

Date _____

APPENDIX D

LETTER TO PARTICIPANTS WITHOUT MENTAL ILLNESS INITIATING CONTACT WITH THE PARTICIPANTS

(approved by Prison Governor, and Medical Director of Prison,
written on headed notepaper)

Dear _____,

Re: Conversation Research
Speech and Language Therapy

I am writing to ask whether you might be interested in getting involved in the above project. The project is based at University College London. As you know, there are some mentally ill hospital patients who have difficulties with their communication. Each person's problems getting his message across are different from that of other people. We are carefully analysing some conversation from twelve patients to give more information about the difficulties that the person is having. This will allow us to find the best language therapy we could offer these people.

We need to record the conversation of other people, who do not have any history of mental illness, but who are currently in a secure institution, with a similar background to the patients. Members of staff working with you thought that you might be interested in this project. If you consent to take part, Sarah Kramer will do a number of language tasks with you. This will take one hour. All your work will remain completely confidential. Any information coming from this project will only be used without any mention of the names of people who have been involved in it. The information will be used to help people who experience difficulties in conversation.

Yours sincerely

Sarah Kramer

APPENDIX E

FORM FOR INCLUSION OF DATA FROM PARTICIPANTS WITHOUT MENTAL ILLNESS

PERSONAL INFORMATION

NAME

(first name, used to refer to participant used for purposes of the study only, no surname was recorded)

D.O.B.

EDUCATION LEVEL:

EMPLOYMENT:

ANY HISTORY OF MENTAL ILLNESS/OTHER MAJOR ILLNESS

MEDICATION

OTHER RELEVANT INFORMATION

PARTICULAR DAY IN QUESTION (participant's perceptions)

NAME _____

**INSTRUCTIONS FOR RIGHT HEMISPHERE LANGUAGE TEST AND
SCORING**

METAPHOR PICTURE TEST

I will read a sentence. Listen carefully and think what it means. The point to the picture that matches the meaning of the sentence.

Test	_____
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____

score _____

T value _____

NAME _____

WRITTEN METAPHOR TEST

I will read out the sentence and then the choice of meaning. Listen to the sentence and then point to the alternative that explains it.

Test _____

1 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

score _____

T value _____

COMPREHENSION OF INFERRED MEANING

I will read the paragraph twice, and then ask you some questions. You can look at the card during this time.

Test

A _____

B _____

C _____

D _____

NAME _____

TEST OF INFERRED MEANING

Item 1

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Item 2

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Item 3

- 1 _____
- 2 _____
- 3 _____
- 4 _____

NAME _____

APPRECIATION OF HUMOUR

I will read a joke and four alternative endings twice. The joke needs finishing so point to the ending that would make it funny.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

score _____

T value _____

PRODUCTION OF EMPHATIC STRESS

I will describe the first picture, and then you complete the description by describing the second picture.

Test _____

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

NAME _____

LEXICAL SEMANTIC TEST

I will say the name of the item twice. Point to the picture.

Test _____

1 _____

11 _____

2 _____

12 _____

3 _____

13 _____

4 _____

14 _____

5 _____

15 _____

6 _____

16 _____

7 _____

17 _____

8 _____

18 _____

9 _____

19 _____

10 _____

20 _____

ADDITIONAL COMMENTS

APPENDIX F

INSTRUCTIONS USED WHEN ELICITING

DISCOURSE SAMPLES

**(MEASURES USED IN STUDY OF 12 PARTICIPANTS WITH SCHIZOPHRENIA AND
12 PARTICIPANTS WITHOUT MENTAL ILLNESS)**

NARRATIVE 1:

Could you tell me the story that happens in these pictures.

NARRATIVE 2:

Remember that I can't see the pictures.

Could you tell me the story that happens in these pictures.

NARRATIVE 3:

Tell me about your life before you came here.

PROCEDURE:

Could you tell me how you make a sandwich.

CONVERSATION (with acquaintance):

Have a chat together about what you like and don't like.

CONVERSATION (with member of staff):

Have a chat together about what you like doing and don't like doing.

(THERAPY STUDY MEASURES)

NARRATIVE 1:

Could you tell me the story that happens in these pictures.

NARRATIVE 2:

Now imagine we are recording this story and someone will be able to listen to it, but would not have the pictures. What would you say?

NARRATIVE 3:

1. Someone from the newspaper wants to know about your past weekend. Tell him about it. **(baseline, post-therapy and at reassessment six weeks post therapy)**

2. You are asked to recount something funny that happened for the Hospital Magazine. What would you say? **(post-therapy and at reassessment six weeks post therapy)**

3. I know that visits are special occasions. Would you tell me about the last visit you had. **(At reassessment six weeks post therapy)**

PROCEDURE:

1. Someone is new to the hospital, and wants to know exactly how to go about getting something from the canteen. What would you say? (**Baseline, post therapy and at an interval following therapy**)

2. You've been on this ward now for a while, but before that you were on _____. Would you tell me all about what was involved in the move. (**Post therapy and at reassessment six weeks post therapy**)

3. Being in a place like this, everyone speaks about tribunals. How would you explain to someone who has just been admitted to the hospital how to go about arranging a tribunal and what is involved in the actual tribunal. (**at reassessment six weeks post therapy**)

CONVERSATION (with acquaintance):

Have a chat together about what you like and don't like.

CONVERSATION (with member of staff):

Have a chat together about what you like doing and don't like doing.

APPENDIX G

Pictures for narratives from:

Plauen, E.O. (1952) Vater und Sohn

Constanz. Sudvderlag.

**SET OF PICTURES 1: NARRATIVE FOR COMPARISON OF
12 PARTICIPANTS WITH SCHIZOPRHENIA AND
12 PARTICIPANTS WITHOUT SCHIZOPHRENIA**

**SET OF PICTURES 2: NARRATIVE FOR COMPARISON OF
12 PARTICIPANTS WITH SCHIZOPRHENIA AND
12 PARTICIPANTS WITHOUT SCHIZOPHRENIA**

**SET OF PICTURES 3: NARRATIVE FOR USE AS
BASELINE, OUTCOME AND REASSESSMENT
IN THERAPY STUDY**

**SET OF PICTURES 4: NARRATIVE FOR USE AS
OUTCOME AND REASSESSMENT IN THERAPY STUDY**

**SET OF PICTURES 5: NARRATIVE FOR USE AS
REASSESSMENT IN THERAPY STUDY**

APPENDIX H

1. 'Life' Discourse Samples of Participants with Schizophrenia (with propositional analysis)
2. 'Life' Discourse Samples of Participants without Schizophrenia (with propositional analysis)

**‘LIFE’ DISCOURSE SAMPLES
OF
PARTICIPANTS WITH SCHIZOPHRENIA**

MARTIN (SUBJECT ONE WITH SCHIZOPHRENIA)

A 1. I left school at sixteen +leave p(I, school,
at with with CSEs sixteen,
with CSEs)

A 2. and I was taken into the care +care p(I, by local
of the local authority
authority, until
up until I was nineteen nineteen)

A 3. and I was then given a council flat +give p(x,
me, 4)
in a tower block

A 4. +be p(flat,
council,
in tower block)

A 5. I felt very lonely there ++feel p(I,
lonely,
in 4)

A 6. and I started taking overdoses +start p(I, 7,
in 1985)
in 1985

A 7. +overdose p(I,
x)

A 8. in 1986 I did some I did something +do p(I, 9, in
1986)
which really worried me

A 9. ++worry
p(something, me)

H 10. and led to me being sent to B. +cause (8, 11)

A 11. +send p(x, I, to
B.)

then extensive prompting

MICHAEL (SUBJECT TWO WITH SCHIZOPHRENIA).

(55 21)

1. well

A 2. it was pretty miserable actually +be p(it, miserable)

A 3. because you know I was +know c(you, 4)
in a mental hospital before that

H 4. cause (5, 2)

A 5. +be p(I, in
mental
hospital, before that)

I don't know anything about you
you tell me

6. no

8. well

A 9. I was I was I was in a psychiatric hospital +be
p(I, in
in M. in 1983 10, in
1983)

A 10. +be
c(psychiatric
hospital, in M.)

A 11. from 1987 to the latter parts of 1990 +be c(I,
terrible,
I was I was in a terrible state from 1987
to end of 1990)

I 12. but before I became mentally ill before (13,
14)

what happened was
I got through the seventies relatively OK

A 13. +be p(I,
mentally ill)

A 14. +survive
p(I,
seventies, OK)

H 15. because work was relatively easy because (16,
14)
to get then

B 16. +easy
c(work, 17,

A 17. work)	+obtain c(x,
A 18. but my dad then said 20+21, I) you'll reret it he said	+say p(19,
C 19. my)	+be c(dad,
A 20. f(you, it)	+regret
A 21. one day you'll pack it all in f(you, work, without anyone to go to one day) and you won't be able to get work again	+finish
A 22. work)	-have f(you,
A 23. work, again)	-have f(you,
A 24. and that's exactly what happened p(21)	+happen
A 25. I couldn't get work 26)	-could p(I,
A 26. work)	-obtain p(I,
(56 21)	
A 27. and I was on the dole p(I, dole)	+receive
28. and [sigh]	
A 29. I was in eighty two in eighty two)	+be c(I, x,
B 30. it was a very traumatic year for me for me)	+be c(year, traumatic,
H 31. because me mum died 30)	cause (32,
A 32.	+die p(33)
C 34 my)	+be c(mother,
A 35 she died of pneumonia pneumonia)	+die p(34, of

G 36 and then my uncle a few weeks later +happen p(35,
37,
a few weeks
gap)

A 37 +die p(38)

C 38 +be c(uncle,
my)

H 39 so I went to two funerals in a couple of months
cause (36, 40)

A 40 +go p(I, two
funerals, in
two months)

G 41 when I'd only been to a funeral before +happen (42,
before
39)

A 42 +go p(I, 43)

C 43 quantity (funeral,
one)
(56 51)

how do you include in analysis words which function as
moderators like 'pretty' miserable, and 'actually'

how do you include words which do not add to the content
eg. what happened was

is it possible when reporting dialogue to then use those
propositions when changing from second person to first
person because of changing the reference point

in this analysis skipping the modal when it is not
emphasising the ability to do something eg. contrast
reporting what parent said, and his report of what
occurred

many possible alternative analyses eg. 27.

in the analysis added words which were implicit

CHRIS (SUBJECT THREE WITH SCHIZOPHRENIA)

A 1 I was born in B.	+born p(I, in B.)
A 2 in S.	+be c(B., in S.)
A 3 and I grew up in B.	+grow p(I, in B.)
A 4 and I went to special school	+attend p(I, 5)
C 5	+be c(school, special)
A 6 went to tech	+attend p(I, 7)
C 7	+be c(school, technical)
A 8 did a course there	+do p(I, course, at 7)
A 9 got a job as a radio controller taxis	+have p(I, 10)
A 10	+work p(I, 11)
A 11	+control p(I, taxis)
A 12 met my ex-wife in a factory	+meet p(I, 13, in factory)
C 13	+be c(ex-wife, my)
A 14 and now I am divorced	+be c(I, divorced)
15 just like that	
A 16 I cracked up	+crack p(I)

'just like that' =

'I cracked up' =

DENNIS (SUBJECT FOUR WITH SCHIZOPHRENIA)

1. well eh

A 2. what happened is +happen p(3)
what happened is
I used to eh
I used to do eh work in a brewery

A 3 +work p(I, in
brewery)

A 4 and ehm I ehm ++drink p(I, x, at
that time)
used to drink a lot then

A 5 used to drink a lot then ++drink p(I, x, at
that time)

K 6 keep drinking you see +see c(x, 7)

A 7 ++drink p(I, x)

8 well

A 9 one time +walk p(I, down high
rd, one one time I walked down the high road
time)

A 10 and came across S. a radio shop +see p(I, S./11)

B 11 +be c(shop, 12)

A 12 +sell p(x, radios)

A 13 I went +enter p(I, 11)
I went in there

A 14 and I asked about a television +ask p(I, x, about
TV)

A 15 and they said you could get a +say c(they, 16)
television for a pound

A 16 +can c(x, 17)

H 17 if (18, 19)

A 18 +pay c(x, pound)

A 19 +obtain c(x, TV)

K 20 I thought I'd stay in for Xmas +think p(I, 21)

A 21 +remain f(I, at
home,

	on Xmas)
H 22 so I went in there	cause (15/20, 23)
A 23	+enter p(I, 11)
K 24 and thought I'd pay an advance subscription right	+think p(I, 25)
A 25	+pay f(I, advance subscription)
A 26 and eh then she goes me)	+say p(she, 27, to
you're telling me it'll b in it'll be in in a couple of days time	
A 27 me)	+say p(you, 28, to
G 28 few days)	+be f(it, 11, in
G 29 in fact at the time at the time time)	+happen p(30, at
30	
G 31 one one eh Xmas eve Xmas eve)	+happen p(30, on
A 32 and eh I went over to them	+go p(I, to them)
A 33 and I went over to	
K 34 and I don't think they had a television	+think c(I, 35)
A 35	-have p(they, TV)
K 36 knew I had a television	+know p(THEY, 37)
A 37	+ /HAVE p(I, TV)
A 38 and I wanted the owner actually	+want p(I, owner)

how much elaboration eg. what happened is =
before I came to B.

'used to' (propositions 3 and 4) how is this expressed
when to include in analysis repetitions eg. (5)

CONRAD (SUBJECT FIVE WITH SCHIZOPHRENIA)

- A 1 married +be c(I, married)
- A 2 common law wife +have c(I, common law wife)
- A 3 wife older than me +be c(wife, older than me)
- A 4 a daughter +have c(I, daughter, 5)
who last saw now two three years
- A 5 +see p(I, daughter, two/three
years ago)
- G 6 spent three years as a father before (8, 7)
before being commonly law married
- A 7 +be p(I, father, for
three years)
- A 8 +be c(I, married by
common law)
- 9 mm
- H 10 charged with GBH cause (11, 12)
leading to B.
- A 11 +charge p(x, I, with GBH)
- A 12 +be c(I, in B.)
- you said for three years a father
surely you're still a father
- unintelligible response
- A 13 also I sung in a church choir +sing p(I, in 14)
- C 14 +be c(choir, church)
- do you do any singing now
- A 15 sometimes +sing c(I, now,
sometimes)
- A 16 my father is the organist +be c(17,
organist+minister, and the minister
in 18)
in the local church
- C 17 +be c(father, my)
- C 18 +be c(church, local)

A 19 all through my years +sing p(I, choir, all
I've always sung in the choir through my years)

A 20 it doesn't quite go with -fit c(19, with 21)
being a drug addict

A 21 +be c(I, drug
addict)

I think drugs are entering into all walks of life

H 22 it was always from the chemist cause (25, 23)
or buying glue myself
so it wasn't a stark drug addict

A 23 +be p(drugs, from
chemist/24)

A 24 +buy p(I, glue)

A 25 -be p(I, 26)

C 26 +be c(addict, +drug)

no
but as you say that was at one time
and then you changed

A 27 no I still take them +have c(I, drugs,
still)

C 28 - medication +be c(medication)

H 29 - the same effect cause
(medication/drugs,
30)

A 30 +be c(effect X/Y,
same)

K 31 I don't see - -see c(I, -)

A 32 I was addicted to - +addict p(I, to -)

A 33 this was by the doctor +give p(doctor,
I) medication,

34 and that's about it

NB - is unintelligible

JIMMIE (SUBJECT SIX WITH SCHIZOPHRENIA)

A 1 my life before I came here +be p(life,
ordinary, 2)
eh eh ordinary
very ordinary

G 2 before (3)

A 3 +come p(I, here)

K 4 I mean eh ehm +mean c(I, 5)
one of the greatest thing
that have have ever happened to me
is is discovering that
there's more to life than being normal

A 5 +happen p(6, 7)

C 6 +be c(thing, +great)

A 7 +discover p(I, 8)

B 8 +be c(life, more
than 9)

A 9 +be c(x, normal)

A 10 and it's it's +be c(it, Y)

K 11 I mean +mean c(I, 12)
the last six years
they have been up and down
up and down up and down

A 12 +be p(13, +up+down)

C 13 quantity (14, six)

C 14 +be c(years,
previous)

K 15 I mean they haven't all been +mean c(I, 16)
as good as it should have been

A/G 16 +be p(they, as
good as
17)

A 17 +deserve p(they, 18)

A 18 +be p(they, good)

I 19 but ehm it's been good but (14, 20)

A 20 +be p(it, good)

A	21	the last six years have been really good	+be c(13, +good)
K	22	I've been tormented aswell you see	+see c(you, 23)
A	23		+be p(I, tormented)
H	24	and that torment made me very unwell	cause (26, 25)
A	25		+be p(I, +unwell)
C	26		+be p(torment, that)
I	27	but the more unwell the more funny I became	but (24, 28)
A	28		+be p(I, +unwell,
		+funny)	
A	29	the more funny I became +good) the better I got	+be p(I, +funny,
I	30	but I mean	but (22/24/27/29,
	31)	I've progressed a lot I've progressed a lot	
K	31		mean c(I, 32)
A	32		+do c(I, +progress)

PAUL (SUBJECT SEVEN WITH SCHIZOPHRENIA)

1 yeah

2 well

3 it's

A 4 I I left school at sixteen +leave p(I, school,
at sixteen)

A 5 I had a normal education +have p(I, 6)

C 6 +be c(education,
normal)

A 7 comprehensive school +- p(I, 8)

C 8 +be c(school,
comprehensive)

A 9 did fairly well at school +do p(I, y, fairly
well, at school)

A 10 I enjoyed school +enjoy p(I,
school)

A 11 I didn't bunk off -bunk p(I, off
school)

A 12 I enjoyed it +enjoy p(I, it)

I 13 but I didn't do brilliantly but (12, 14)

A 14 -do p(I, y,
brilliantly)

right

A 15 I got a couple of GCSEs +get p(I, 16/17)
in history geography
technical drawing and art

A 16 +be c(GCSE,
history/
geography/technical
drawing/art)

C 17 quantity (GCSE,
couple)

I 18 I didn't do very well but (19, 21)
in the English one
although I took it

A 19 +take p(I, 20)

C	20		+be c(GCSE,
	English)		
A	21		-do p(I, +well,
	in 20)		
	<p>but I think lots of people didn't especially at one time because it wasn't easy did you find English difficult</p>		
	22	well	
G	23	the last year I was at school	+happen
	p(24/25/26/27 sim)		
	I didn't like school at all		
	I hated the teachers		
C	24		+be c(year,
	last/25)		
A	25		+be p(I, at
	school)		
A	26		-like p(I, school)
A	27		+hate p(I,
	teachers)		
A	28	the teachers kept changing	+change p(teachers,
		every two or three weeks	every 29)
C	29		quantity (weeks,
	two		
			or
	three)		
H	30	and I just didn't get on with them	cause (32, 33)
	<p>so I caused a lot of trouble for myself with the English classes so I didn't do well there</p>		
H	31		cause (33, 35)
A	32		+get on p(I, with
	teachers)		
H	33		+cause p(I,
	+trouble,		
			for myself, with
	34)		
C	34		+be c(classes,
	English)		
A	35		-do p(I, well,

there)

36 eh

A 37 worked as a fisherman
fisherman

+work p(x, as

or a fishmonger
in 38)

or fishmonger,

in a fish market
which is where two of my brothers
work nowadays
which is something I'd like to do
when I get out

B 38
fish/39/

+be c(market,

42)

A 39

+work c(40, y)

C 40
two)

quantity (41,

C 41
my)

+be c(brothers,

A 42
43)

+like c(I, 39,

A 43
of y)

+come c(I, out,

A 44 did that for about
for 45)

+do p(I, that,

two to three years

C 45

quantity (years,

two/three)

A 46 had a girlfriend
girlfriend/47) M

+have p(I,

A 47
girlfriend,

+be p(name of

M)

A 48 went out with her
from 49,
since I was about fourteen
until 50)
up until about eighteen

+go p(I, with her,

A 49
fourteen)

+be p(I, about

A 50
eighteen)

+be p(I, about

G	51 eh moved in with her when I was about eighteen	+happen (52/50 sim)
A	52 her)	+move p(I, with
A	53 but that didn't l	-continue p(that)
A	54 that just lasted what two or three months	+continue p(that, 55)
C	55	quantity (months, two/three)
A	56 and then we split up	+split p(we)

eg. but in 53, and then in 56 just ignored

BOB (SUBJECT EIGHT WITH SCHIZOPHRENIA)

1 well

A 2 I was born in 19-- +born b(I, in 19--)

A 3 son of a bank clerk +be c(x, son of bank
and his wife clerk and 4)

C 4 +be c(wife, his)

A 5 and we used to live +live p(we, in B.)
in B.

K 6 my father was an elderly +see c(x, 7)
man you see

C 7 +be p(8, 9)

C 8 +be c(father, my)

C 9 +be c(man, elderly)

A 10 and he retired +retire p(he, from y)

G 11 what when I was thirteen when(12, 10)
he retired

A 12 +be p(I, thirteen)

A 13 and we went to live in D. +go p(we, 14)
in H.

A 14 +live c(x, in D./in H.)

A 15 and then I went to school +go p(I, to school, at
16) there at various schools

C 16 +be c(schools, various)

C 17 B. College of Technology +be c(16, B.C.T./B.C.T./
B. College of Technology D.I.H.E.)
and D. Institute of Higher
Education

A 18 and also X University +go p(I, 19)
as it is now apparently

A 19 +call c(x, X U., now)
right

A 20 I got a degree +get p(I, degree+law of
the and law of the bar
bar)

A	21	and then I went to the Inns of College of Law	+go p(I, to I.C.L.)
A	22	and I didn't pass my exams	-pass p(I, 23)
C	23		+be c(exams, my)
A	24	and I just got a number of labouring jobs any jobs just to exercise myself	+get p(I, 25)
B 26)	25		+be c(labouring jobs,
A	26		+exercise c(x, myself)
G	27	and I didn't really have any interests in my life not thinking of anything except passing my bar exams	when (28, 30)
A 29)	28		+have p(I, interests, in
C	29		+be c(life, my)
K	30		+think p(I, 31)
A	31		+pass c(I, 32)
C	32		+be c(33, my)
C	33		+be c(exams, bar)
	34	and eh	
	35	and eh I	
A	35	I was on the dole	+be p(I, on dole)
K	36	you see there was a recession in the 19--s when I went to college	+see c(x, when (37, 38)
A s)	37		+be c(recession, in 19--
A	38		+go p(I, to college)
A	39	and I fell ill eh	+become p(I, ill)
	40	ehm	

41 ehm

G 42 I was taken into X Hospital then (43, 44)
where I stayed
for about eight months

A 43 +take p(x, me, to XH.)

A 44 +stay p(I, in XH, for
45)

C 45 quantity (months,
about eight)

G 46 after that I went then (42, 47)
to a d. hospital
where I was
for one and a half
years

G 47 then (48, 49)

A 48 +go p(I, to a d.
hospital)

A 49 +be p(I, in a d.
hospital,
for
50)

C 50 quantity (years, one
and a
half)

G 51 and then I came then (46, 52)
to B.

A 52 +come p(I, to B.)

A 53 and here I am +be c(I, at B.)
at B.

my father was an elderly man-analysed as C, because
property vs action
Added to retire from x

PAT (SUBJECT NINE WITH SCHIZOPHRENIA)

A	1	a lot bad	+happen p(+bad, to me)
A	2	I been locked in my room	+lock p(x, me, in 3)
C	3		+be c(room, my)
A	4	my room's my trouble box	+be c(3, 5)
C	5		+be c(6, my)
C	6		+be c(box, trouble)
I	7	I don't know but I think my mother tried to abuse me	but (8, 9)
K	8		-know c(I, y)
K	9		+think c(I, 10)
A	10		+try p(11, 12)
C	11		+be c(mother, my)
A	12		+abuse c(x, me)
B	13	this is what I am picking up	+be c(this, 14)
A	14		+pick c(I, what, up)
A	15	about two or three weeks ago I was sitting alone in my room and I was asking meself questions	+sit c(I, alone, in 3, two/three weeks ago, 16)
A	16		+ask p(I, myself, questions)
I	17	had my mother done this to me I don't know but it was coming into my	but (18, 20)
K	18		-know c(I, 19)
A	19		+do p(11, this, to me)
A	20		+come p(it, into my -)
A	21	I've been picking up child childhood problems	+pick p(I, 22, up)

C	22	+be c(problems,
	childhood)	
K	23 and I am not too sure	-be c(I, +sure)
	24 even	
	25 every time I	
A	26 this picture comes up in front	+come c(27, in
	front	
	of me	of
	me)	
	not how she is today	
	but how she was in the sixties	
	in newspaper prints	
A	27	+be c(28, 29)
C	28	+be c(picture,
	this)	
I	29	but (30, 31)
A	30	+be c(she, how,
	today)	
A	31	+be p(she, in
	sixties,	
	in 32)	
C	32	+be c(prints,
	newspaper)	
A	33 also twice	+see p(I, 34,
	twice)	
	I've seen pictures of her	
	in her underwear	
C	34	+be c(pictures, of
	35)	
A	35	+be c(her, in 36)
C	36	+be c(underwear,
	her)	
C	37 the pictures in my mind	+be c(26/33, 38)
C	38	+be c(pictures, in
		39)
C	39	+be c(mind, my)
A	40 I'm sitting here thinking	+sit c(I, here,
	41)	

	about it	
A	41	+think c(x, about it)
I	42 but she might have had something to do with it when I was raped	but (40, 43)
A	43 something,	?do p(she, when
	44)	
A	44	+rape p(x, me)
A	45 you think about when about 46)	+think (you,
	you were a kid	
A	46	be p(you, kid)
I	47 and then you think about when you came here	then (45, 48)
A	48 about 49)	+think c(you,
A	49 here)	+come p(you,
I	50 I don't really think about it except she keeps popping into my head	but (51, 52)
A	51 it)	-think c(I, about
A	52 53, often)	+pop c(she, into
C	53	+be c(head, my)
K	54 I don't know whether I've got a fixation with her or what	-know c(I, 55)
C	55	?have c(I, 56)
C	56 with her)	+be c(fixation,
I	57 I don't know whether I've got a fixation but if I have I don't know how I am doing it	but (54, 58)

H	58		if (59, 60)
C	59		+have c(I, 56)
K	60		-know c(I, 61)
A	61		+do c(I, it, how)
B	62	another thing which I forgot to mention is when I go like this with my eyes all like that	+be c(63, 64)
C	63		+be c(thing X/Y, different)
A	64		+forget p(I, 65)
A	65		+mention c(x,
	when 66,	?)	
A	66		+go c(I, my eyes,
	like	that)	
A	67	have you ever seen that thing	+see c(you, 68,
	in	in the medical centre	medical
	centre)	the EEG is it	
A	68		+be c(69, ?EEG)
C	69		+be c(thing,
	that)		

1 in a sense my own interpretation

'LIFE' DISCOURSE SAMPLES
OF
PARTICIPANTS WITHOUT SCHIZOPHRENIA

Subject one without schizophrenia

(45)

(first two minutes after instruction)

1 alright

(1 second)

2 eh I've been married twice +marry p(I, twice)

3 daughter of (1 second) eleven +be c(daughter, eleven)

4 ehm

(2 seconds)

5 mother and father still alive +be c(mother/father,
alive)

(3 seconds)

6 eh

(2 seconds)

7 she's upset +be c(she, upset)

8 she's upset that +cause c(?, 7)

9 actually she'll be + ? f(she, eight)

she'll be eight [counting hours on fingers]

10 but ehm at ten at ten she'll be touching down at 'location'

but (9, 11)

11 +touch down f(she, at 'location',
at ten)

12 she's going to Spain +go c(she, to Spain)

13 I paid for her to +pay p(I, for 12)

14 I paid for both of them to go to Spain

for a holiday +pay p(I, for both, to 15)

15 +go c(they, to Spain, for holiday)

16 ehm

because I'm here you know cause (17, 14)

17 +be c(I, here, as 18)

18 +know c(you, x)

19 and it's upsetting and that +cause c(it, 20)

20 +be c(people, upset)

ehm

(3 seconds)

21 unfortunately it's like

I was supposed to get sentenced last week

+be c(22, unfortunate)

22 +should p(they, 23, 24)

23 +sentence p(they, me)

24 +be c(week, last)

25 so unfortunately they put it back

+be c(26, unfortunate)

26 +defer p(they, it)

27 so eh now they'll get to know about it by phone

cause (26/27, 28)

28 +know f(they, x, by phone)

29 and like it's alright I suppose

(2 seconds)

+suppose c(I, 30)

30 +be c(it, alright)

31 but ehm I'm happy being here

you know what I mean

+know c(you, 32)

32 +mean c(I, x, when 33)

33 +say c(I, 34)

34 +be c(I, happy, 35)

35 +be c(I, here)

mm

(2 seconds)

36 but like when your head needs to be chilled out +when c(37, 40)

37 +need c(38, 39)

38 +be c(head, your)

39	+chill c(x, 38)
40	it's the best place to come +be c(prison, 41)
	is prison
41	+be c(42, 43)
42	+be c(place, best)
43	+come c(x, there)
44	because you're using cause (45, 36)
	you're using your your alertness and your awareness
	and at the same time
	you know
	you're doing things what you used to do
	before you went on drugs
45	+happen c(46,48 (sim.))
46	+use c(you, 47)
47	+be c(alertness/awareness, your)
48	+do c(you, 49)
49	+be c(things, 50)
50	+do p(you, x, before 51)
51	+use p(you, drugs)
52	and now they help you when you get out +happen c(53, 54 (sim))
	you know
	in your every day life
53	+help c(they, you, in 55)
54	+go c(you, out of x)
55	+be c(56, your)
56	+be c(life, everyday)
57	you used to take for granted +think p(you, 58)
	that that being alert
	and that being eh you know functional
	is is eh

58	alert/functional, ?)	+be c(x,
59	some people look at it	+look c(60, at it/62, as
63)		
	like	
	as hard work	
	doing that	
	you know	
	surveying things	
	and looking at things	
60		+be c(people, some)
62		+look c(x, at things)
63		+be c(work, hard)
AND WHEN YOU		
WHEN YÓU FRACTURED YOUR SKULL		
DID THAT AFFECT YOU		
64 no		-affect c(65, me)
	eh no no	
	no	
65		+fracture c(I, 66)
66		+be c(skull, my)
67 I have got		+have c(I, 68)
	I have got good eyesight	
68		+be c(eyesight, good)
69 well I can see fine		+see c(I, fine)
70 I don't like		-like c(I, reading/that)
	I just don't like reading and that	
71 I don't see how some people can get a book		-see c(I, 72)
72		+get c(people, book,
how)		

Subject two without schizophrenia

(112)

ehm

1 rather hectic +be c(2, 4)

2 +be c(life, before 3)

3 +come p(I, here)

4 +be c(x, hectic)

5 I seem to have had a lot of problems with the police

(2 secs)

+have p(I, +problems with police)

6 ehm

gor

in my younger days

I used to be balmy

+be p(I, balmy, when 7)

7 +be p(I, young)

8 really got me for something I done four years ago

+get p(they, me, for 9, 11 gap)

9 +be c(thing, 10)

10 +do p(I, x, 11)

11 +be c(years, four)

12 so ehm sort of grown out of criminal activities

just for the hell of it

+stop p(I, 13)

13 cause (16, 14)

14 +do c(I, 15)

15 +be c(activities, criminal)

16 -be c(x, for reason)

17 it makes a lot of money +make c(it, +money)

18 doing it for that cause (17, 19)

19 +do c(I, it)

(2 secs)

20 don't know -know c(I, x)

21 probably always breaking the law in some way or another

?break c(I, law, always, one/another way)

22 I see the stuff that I do

like driving whilst disqualified

and stuff like that

I don't see it as a serious offence

-consider c(I, 23, 25)

23 +be c(stuff, 24)

24 +do c(I, that)

25 +be c(offence, serious)

26 I don't see why I should come in prison

for stuff like that

but I I just don't get on with police

and they don't get on with me

but (27, 32)

27 -consider c(I, 28)

28 cause (29, 30)

29 +do c(I, stuff like that)

30 +should c(I, 31)

31 +come c(I, prison)

32 +happen (33, 34 (sim.))

33 -get on c(I, with police)

34 -get on c(police, with me)

35 they come down and trouble me with something I dun four years ago

+come p(they, 36)

36 +trouble p(they, me, with 37, 39 gap)

37 +be c(thing, 38)

38 +do p(I, x)

39 +be c(years, four)
 40 I mean
 I've been out of trouble since
 +mean c(I, 41)
 41 -be p(I, trouble, 39 gap)
 42 I've spent spent a lot of time in jails since eh
 but I don't know about the charges that I have had were dropped
 and it's like
 43 but (44, 45)
 44 +spend p(I, +time, in jail, since x)
 45 -know c(I, about 46)
 46 +be c(charges, 47/48)
 47 +have p(I, x)
 48 +drop p(they, x)
 SO YOU DID IT FOUR YEARS AGO
 AND THEN SUDDENLY FOUR YEARS AFTERWARDS THEN
 49 yeah
 then everyone come and trouble me
 and could have come and seen me and sorted it out
 a long time before then
 but (50, 54, 56 gap)
 50 +can p(they, 51)
 51 +come p(they, 52)
 52 +see p(they, me, 53)
 53 +sort c(they, it)
 54 +come p(everyone, 55)
 55 +trouble p(x, me)
 56 +be c(time, long)
 57 suddenly now come troubling me
 when they should have sorted it out a long time ago

but (58, 53, 56 gap)
 58 +come c(they, 59, now, suddenly)
 59 +trouble c(they, me)
 THAT'S WHY YOU'RE ANGRY
 60 certainly is ++anger c(that, me)
 eh
 I CAN IMAGINE IT DOES
 MM
 ARE YOU HOPING TO GET OUT SOON
 61 in another about ten months or so
 +go c(I, out of x, in 62)
 62 +be c(63, about)
 63 +be c(months, ten)
 TEN MONTHS
 IS THAT
 CAN BE SHORTENED THOUGH CAN'T IT
 ON GOOD BEHAVIOUR
 64 no that's it -be c(it, 63, shorter)
 65 that's that's how it stands +be c(it, 63)
 66 that's on good behaviour if (67, 68)
 67 +be c(behaviour, good)
 68 +be c(that, 63)
 YEAH
 69 but on the other hand they're just bringing in this new system in
 about different sentences
 and all that bit
 so I'm still waiting to hear
 but (65, 70)
 70 so (71, 75)
 71 +bring c(they, 72)
 72 +be c(73, about 74)

73 +be c(system, new)

74 +be c(sentences, different)

75 +wait c(I, 76)

76 +hear c(I, x)

HOW DOES THAT AFFECT YOU

77 I got got a recent charge

for just handling stolen goods

+cause (78, 80)

78 +handle p(I, 79)

79 +be c(goods, stolen)

80 +get p(I, 81)

81 +be c(charge, recent)

82 and that and that would be running concurrent

to what I done four years ago

+run f(81/83, concurrently)

83 +be c(what, 84)

84 +do p(I, 56 gap)

85 that's really how they come and got me

cause (78/81, 86)

86 +come p(they, 87)

87 +get p(they, me)

88 coz I'm from up from up north yeah

from Yorkshire

cause (89, ?)

89 +come c(I, from

north/Yorkshire)

90 and moved down there to get away from the police

cause (91, 92)

91 +escape p(I, police)

92 +move p(I, down there)

93 and they come up there and caught me up there with stolen goods

+come p(they, 94)

94 +catch p(they, me, with 79)
95 and sat and had a mobile phone in the car
+sit p(x, with 96, in car)
96 +be c(phone, mobile)
97 and two weeks later they come down from up north
and trouble me with this thing I done four years ago
+come p(they, from north, 36)
98 they spent more money for going to court
than what was actually was took taken
cause (103, 99)
99 +spend p(they, 100)
100 +be c(money, more than 101)
101 +be c(money, 102)
102 +take p(x, that)

Subject three without schizophrenia

(30)

1 before I came here ?tell c(I, you, before 2)

2 +come p(I, here)

MM

YEAH

3 what eh immediately before I came here

+be c(before 2, immediately)

WHATEVER YOU WANT TO SAY

4 em about +should c(I, 5)

or should I keep giving a general recount of the last sort of ten years

5 +tell c(I, you, about ? or 6)

6 +be c(recount, of 7)

7 +be c(8, last)

8 +be c(years, ten)

YEAH FINE

9 about eh eh I've spent a lot a lot of time in working on a narrow boat

+spend p(I, +time, 10)

10 +work c(x, 11)

11 +be c(boat, narrow)

12 eh mainly during summer times

+be c(9, during 13)

13 +be c(times, summer)

14 with eh a various eh community groups +be c(9, with 15)

15 +be c(16, various)

16 +be c(groups, community)

17 with a non profit making organisation

+be c(9, with 18)

18 -be c(organization, profit)

19 em my whole life consisted mainly of

eh being at home with a girlfriend
and what amounted to three children in the end

+consist p(20, 22)

20 +be c(21, my)

21 +be c(life, whole)

22 +be c(x, at home, with
girlfriend/23/24)

23 +be c(children, three)

24 and and then about two yeah about two years ago now
eh me girlfriend and meself split up

+split p(25/myself, 26 gap)

25 +be c(girlfriend, my)

26 +be c(years, two)

27 and I was left on me own
and living not far from the girlfriend
and (unintelligible word) and me three children
and I spent a fair bit of time I suppose
in eh not doing an awful lot
eh just trying to reconstruct what I was going to do

+leave p(x, me, on my own, 28/30)

28 +live p(x, close to girlfriend/29)

29 +be c(23, my)

30 +spend p(x, time, 31/32)

31 -do c(x, lot)

32 +try p(x, 33)

33 +reconstruct p(x, 34)

34 +do p(I, what)

35 ehm and I had pretty much decided to eh to eh enter
into evening classes of further education
coincidentally doing the same course that I am doing
in here except on the outside the course got

cancelled from lack of interest because I can do it
on my own in here and I've got all the time in the
world to do it

+decide p(I, 36)
36 +enter c(I, 37, 40)
37 +be c(38, of 39)
38 +be c(classes, evening)
39 +be c(education, further)
40 +do c(x, 41)
41 +be c(course, same as 42)
42 +be c(course, 43)
43 +do c(x, that, here)
44 but (40, 45)
45 +cancel p(x, 46)
46 +be c(course, outside)
47 +cause (48, 45)
48 -be c(x, interested, in course)
49 but (45, 50/52)
50 +can c(I, 51)
51 +do c(I, it, myself, in here)
52 +got c(I, 53, 54)
53 +be c(time, in world)
54 +do c(I, it)
55 no reason to miss lessons -be c(reasons, 56)
56 +miss c(I, lessons)
57 ehm really in the last couple of years
I've not actually been too involved in a great number of things
that I used to
-be c(I, involved in 58, in 60)
58 +be c(things, many, 59)

59 +be p(I, involved, in x)
 60 +be c(61, last)
 61 +be c(years, couple)
 62 I didn't have access to my own children
 -have p(I, access to 63)
 63 +be c(children, my)
 64 eh I wasn't involved with the with the narrow boat so much
 because ehm another guy that used to work on the boat with me
 he used it as partly as a source of income
 so he didn't lend it to the trips
 over the last couple of years
 and I was more of a standby
 because (65, 70/71)
 65 because (67, 66)
 66 -lend p(he, it, for trips, over 60)
 67 +use c(68, it, partly for income)
 68 +be c(man, 69)
 69 +work p(man, with me, on boats)
 70 -involve p(x, with narrowboat, much)
 71 +be p(I, standby)
 72 ehm it sort of financed his trips to Africa
 +finance p(it, 73)
 73 +be c(74, to Africa)
 74 +be c(trips, his)
 75 and that which is I think where he is now
 +be c(that, 76)
 76 +be c(he, where, now)
 77 I presume that with all what happened personally it was quite
 difficult
 yeah it was to just get on
 +presume c(I, 78)

78 +because (79, 80)
 79 +happen p(x, to me, personally)
 80 +be p(it, difficult, for me, 81)
 81 +continue c(I, x)
 82 yeah I was trying to get sorted at at home
 +try p(I, 83)
 83 +sort c(I, x, at home)
 84 and also I was trying to find a more more regular source of
 income workwise and that
 +try p(I, 85)
 85 +find c(I, 86)
 86 +be c(87, regular)
 87 +be c(source, of income)
 88 it was a little difficult for a while
 +be p(it, difficult, for while)
 89 plus all the eh change in government legislation
 doesn't exactly make it easier for me and for a whole number of
 other people
 +because (90, 92)
 90 +be c(change, in 91)
 91 +be c(legislation, of government)
 92 -be c(it, easier, for me/+93)
 93 +be c(people, other)

Subject four without schizophrenia

(164)

```
1 I don't know          -know c(I, x)
```

(2 secs)

```
2 it's just like anything else +know c(you, 3)
```

you know

3 +be c(it, like anything)

```
4 I got on                                +continue p(I, x)
```

[illegible]

6 +be c(what, 7)

7 +have c(I, 8)

```
8                                     +do c(I, that, 9)
```

```
9                                     +sort c(I, myself)
```

10 still lived with my parents +live p(I, with
and that 11)

```
11                                     +be c(parents,
my)
```

(2 secs)

```
12 I was getting on alright      +manage p(I,
                                   alright)
```

13 I mean I got quite a lot of friends +mean c(I, 14)
and that

```
14                                     +have c(I, 15)
15                                     +be c(friends,
lot)
```

(2 secs)

16 and then I got disqualified for speeding on a
motorway whilst I was disqualified

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then 16)      17
               +happen (12/13,
               +cause (18, 20)
18             +happen (19, 20 (sim.)
19             +speed p(I, on motorway)
20             +disqualify p(x, I, from x)

```

MM

21 and I had convictions while I was driving
+happen (22, 23, (sim.)
22 +have p(I, convictions)
23 +drive p(I, x)
24 so I kept driving while banned
but (25, 26)
25 +ban p(x, I, from x)
26 +persist p(I, 27)
27 +drive p(I, x)
28 and I just got arrested on one of them motorways
+arrest p(x, I, on motorway)
29 that's about it really +be p(it, 30)
30 +be c(story, about life)

Subject five without schizophrenia

(175) (about 40 secs)

1 em what would you like to know

+want c(you, 2)

2 +know c(you, what)

WHATEVER YOU WISH

3 em when I was I studied my A Levels

I went on a tour of em Europe

went around there

came back to England

+happen (4, 6, (sim.))

4 +study p(I, 5)

5 +be c(A levels, my)

6 +go p(I, 7, 8/9)

7 +be c(Europe, tour)

8 +go p(I, around x)

9 +come p(I, back to England)

10 when I was nine just before my twentieth birthday

I left for the United States

+happen (11, 12, 13 (sim.))

11 +be c(I, nineteen)

12 +be c(I, soon twenty)

13 +leave p(I, 14)

14 +go p(I, to United States)

15 I lived on the West coast of America

em nineteen seventy nine onwards

+live p(I, on 16, from 1979)

16 +be c(17, West)

17 +be c(America, coast)

18 got into the property devleopment business there

+get p(I, in 19, there)

19 +be c(20, development)
20 +be c(business, property)
21 em in nineteen eighty nine
 after being away for ten years
 I came back to England
 and eh got into business here
 +happen p(22, 24, 25, in 1989)
22 +away c(I, for 23)
23 +be c(years, ten)
24 +return p(I, to England)
25 +commence p(I, business, here)
26 did business in the UK and in the US
 +do p(I, 27)
27 +be c(business, in UK/US)
28 and we returned back to the United States in
 ninety one or ninety two
 +return p(we, to US, in 1991/92)
29 and were in the United States until ninety five
 +be c(we, in US, until 1995)
30 and I was extradited back to England
 +extradite p(x, me, to England)

Subject six without schizophrenia

(571)

(1 minute forty five secs)

1 well my life's surrounded +surround c(2/4, 3)

by mostly being involved in prisons

most of me life really since I've been sixteen

2 +be c(life, my)

3 +be c(x, in prisons)

4 +be c(5, from 6)

5 +be c(2, most)

6 +be c(I, 7)

7 +be c(years, sixteen)

8 I eh don't know what started it off really

-know c(I, 9)

9 +start p(what, it)

10 I think my father was always going there

+think c(I, 11)

11 +go p(12, there, always)

12 +be c(father, my)

13 he's never been a violent man towards (2 secs) any
sons but he and my mum used to have a hell of a lot of
rows and that a violent gone chapter now

but (14, 15)

14 -violent p(he, to sons,
ever)

15 +have p(he/16, 17, in 18)

16 +be c(mum, my)

17 +be c(rows, +lot)

18 +be c(19, violent)

19 +be c(chapter, gone)

20 but as I say but (15, 21)

he's never hit any of his children or anything

21 +say c(I, 22)
 22a -hit p(he, 22b)
 children/anything, ever)
 22b +be c(22c, any)
 22c +be c(children, his)
 23 but brought up on drink and violence really
 but (22, 24)
 24 +bring p(x, x, on
 drink/violence)
 25 we don't no no different I suppose
 +suppose c(I, 26)
 26 -know c(we, different
 from 24)
 27 I mean my father tried to get us to drink at a very young age
 +mean c(I, 28)
 28 +try p(12, 29)
 29 +make p(12, us 30)
 30 +drink c(we, x, at 31)
 31 +be c (32, very)
 32 +be c(age, young)
 33 and just gone on from there +go p(we, from 24)
 34 and followed our father's footsteps really
 in and out of institutions
 +follow p(we, 35, 37)
 35 +be c(36, footsteps of)
 36 +be c(father, our)
 37 +go p(we, in/out of
 institutions)
 SO IT'S BEEN IN AND OUT IN AND OUT
 38 yeah in and out in and out in and out
 37
 39 well I think I'm institutionalised now
 because I find it a lot easier

easier to get on in prison than I do elsewhere

but

40 +think c(I, 40)

40 because (41, 44)

41 +find c(I, 42)

42 +be c(prison, 43)

43 +manage c(x, easy, than elsewhere)

44 +be c(I, institutionalised)

45 so in a sense it's not so bad being in prisons

because (41, 46)

46 -be c(it, +bad, in prisons,

in a sense)

47 well I don't think prison's so bad now anyways

-think c(I, 48)

48 +be c(prison, +bad, now,

anyway)

49 it's changing a lot now

++change c(prison, now)

50 it seems to be going around in a circle

+seem c(it, 51)

51 +go c(it, around in circle)

52 you know at one stage four of five years ago

it was got a lot more freedom

and you was allowed this and you was allowed that

+know c(you, 53)

53 +be p(it, 56/59, at 54, 55 gap)

54 +be c(stage, one)

55 +be c(years, four/five)

56 +get p(x, 57)

57 +be p(58, lot)

58 +be p(freedom, more)

59 +allow p(x, you, this/that)
 60 and it seems like they're tightening up a lot now

 but (53, 61)
 61 +seem c(it, that 62)
 62 ++tighten up c(they, now)
 63 ehm but it'll go around in a circle again

 but (61, 64)
 64 +go f(it, around in
 circle, again)
 65 that's how it is +be c(that, 66)
 66 +be c(it, how)
 67 so you've just got to go with the flow

 because (63, 68)
 68 +have c(you, 69)
 69 +go c(you, with flow)
 70 not a lot else you can do really when you are in here

 because (74, 71)
 71 -be c(lot, 72)
 72 +can c(you, 73)
 73 +do c(you, x)
 74 +be c(you, in here)
 75 if you don't like it you're still going to go in a
 prison

 if (76, 77)
 76 -like c(you, it)
 77 +go c(you, to prison,
 still)

AND WHEN YOU ARE IN HERE

IS THERE A PROGRAMME

DO YOU HAVE A REHABILITATION PROGRAMME OR WHAT

yeah they've got anger management and treatment and all that

but to be quite honest with you

they aint they're absolutely useless while you are in

prison

because as soon as you leave them prison gates

the prison and everything in it is just forgotten about you know

that's what I find anyway

so actually doing anything inside prison is

it just makes it look good for people out there

that's all it does

it don't do a lot of good

Subject seven without schizophrenia

(258)

1 before I came here +want c(you, 2)

2 +tell c(I, you, 3)

3 +be c(life, before 4)

4 +come p(I, here)

YEA

5 well yes +can c(I, 2)

6 I've married +marry p(I, x)

7 and I've got two children +got c(I, 8)

8 +be c(children, two)

9 I've got em my youngest daughter A

+got c(I, 10/A)

10 +be c(11, my)

11 +be c(daughter, youngest)

12 that's spelled A +spell c(x, that, A)

13 A she's in Australia at the moment +be c(A., in
Australia, now)

14 she's going around there for a year

em on a work permit

+go c(she, around there,
for year, on 15)

15 +be c(permit, work)

16 she went last February go p(she, 17)

17 +be c(february, last)

18 she's due to come back this February from working

+due c(she, 19)

19 +return c(she, 20, after 21)

20 +be c(February, this)

21 +work c(she, x)

22 and she's gone to work her way around Australia

+go p(she, to 23)

23 Australia) +work c(she, 24, around
24 +be c(way, her)
MM
25 my oldest daughter
is married with a a with a young boy
my grandson
+be c(26, 28/29)
26 +be c(27, my)
27 +be c(daughter, oldest)
28 +marry c(26, x)
29 +have c(x, 30/31)
30 +be c(boy, young)
31 +be c(grandson, my)
32 and they live two miles away from where I live
+live c(they, 33)
33 +be c(x, 34 from 35)
34 +be c(miles, two)
35 +be c(where, 36)
36 +live c(I, there)
37 em my wife works in a accounts department
+work c(38, in 39)
38 +be c(wife, my)
39 +be c(department, accounts)
40 she's an accounts manager
+be c(she, 41)
41 +be c(manager, accounts)
42 and before as I said before that she worked in eh B.
County Council in The Education Department
+say p(I, 43)
43 +work p(she, in 44, in 46)

44 +be c(45, B.)
 45 +be c(council, county)
 46 +be c(department, education)
 47 then she went into financing in B. county company
 education
 +work p(she, in 48, in 49)
 48 +be c(financing, x)
 49 +be c(50, education)
 50 +be c(council, county)
 51 and then she moved on to a private company now
 +move p(she, to 52, now)
 52 +be c(company, private)
 53 I myself I was working for as I say
 em a water purification company
 +say c(I, 54)
 54 +work p(I, myself, for 55)
 55 +be c(56, company)
 56 +be c(purification, water)
 57 it was like to stop the legionella's disease
 in the summer mainly in the summer
 where the legionella
 it used to be called pneumonia
 +be p(it, 58)
 58 +stop p(x, legionella/59,
 mainly in summer)
 59 +call p(x, it, pneumonia)
 but eh you know after about six years ago they decided
 to call it legionella
 60 but (?, 61)
 61 +decide p(they, 62)
 62 +call c(they, it, legionella,
 about 63 ago)
 63 +be c(years, six)

64 I have a a Rover car +have c(I, 65)
 65 +be c(car, Rover)
 66 eh my daughter has a em a little Metro
 +have c(67, 68)
 67 +be c(daughter, my)
 68 +be c(Metro, little)
 69 my eldest daughter has a citroen +have c(70, citroen)
 70 +be c(71, my)
 71 +be c(daughter, eldest)
 72 and my wife has a metro +have c(38, metro)
 SO ALL DIFFERENT THINGS
 ALL DIFFERENT CARS
 NOT SATISFIED WITH ANY
 73 yeah all different cars +have c(they, 74)
 74 +be c(75, all)
 75 +be c(cars, different)
 76 each chose different +choose p(each, 77)
 77 +be c(car, different)
 78 no no em I think when my daughters +think c(I, 79)
 79 +happen c(80, ?)
 80 +be c(81, x)
 81 +be c(daughters, my)
 82 my daughters both went to R.C. schools
 +go p(81, to 83)
 83 +be c(schools, R.C.)
 84 my daughters both went to St Josephs
 and St Edwards +go p(81, to St Josephs/
 St Edwards/85)
 both R C Schools
 85 +be c(83, both)
 86 and when they went to their secondary schools

their secondary eh education school if you like
 +happen (87, 90)
 87 +go p(they, 88
 88 +be c(89, their)
 89 +be c(schools, secondary)
 90 ?be c(x, 91)
 91 +be c(92, their)
 92 if (93, 94)
 93 +like c(you, x)
 94
 +be c(95, education)
 95 +be c(school, secondary)
 96 eh not that they're called combiner now
 +call c(x, them, combiner,
 now)
 YES COMPREHENSIVE
 97 em and after school they'd have jobs and things like that
 +have p(they, jobs/98,
 after 99)
 98 +be c(things, like that)
 99 +be p(they, at school)
 100 and I used to take them before (101, 103)
 before they had their cars
 101 +have p(they, 102)
 102 +be c(cars, their)
 103 +take p(I, them)
 104 I used to take them +take p(I, them)
 105 I was a taxi service if (106, 107)
 if you like
 106 +like c(you, x)
 107 +be p(I, 108)
 108 +be c(service, taxi)

109 and I used to say +say p(I, 110)
I will be glad when they pass their test
and get their own cars
110 when (112/114, 111)
111 +be f(I, glad)
112 +pass c(they, 113)
113 +be c(test, their)
114 +get c(they, 115)
115 +be c(116, their)
116 +be c(cars, own)
117 and now I am saying a different story
because I hardly ever see them
but (109, 118)
118 because (119, 120)
119 +see c(I, them, hardly)
120 +say c(I, 121, now)
121 +be c(story, different)
122 that gave them their independence
+give p(that, them, 123)
123 +be c(independence, their)
124 and the only time we seem to see A.
is when we pass each other on the stairs
when (125, 126)
125 +pass c(we/each other, on
stairs)
126 +be c(127, 128)
127 +be c(time, only)
128 +seem c(we, 129)
129 +see c(we, her)
130 so eh that's that's that cause (?, 131)
131 +be c(that, that)
132 eh you will often say things that you know

+say c(you, 133, often)
 133 +be c(things, 134)
 134 +know c(you, them)
 135 eh we all say ah wish when they get their own car
 I'll be able to ye know I'll be able to put my feet
 up won't have to do all this
 +say/wish c(we/everyone, 136)
 136 when (137, 138)
 137 +get c(they, 138/140)
 138 -have c(I, 115)
 139 +do c(I, this)
 140 +know c(you, 141)
 141 +be f(I, able, 142)
 142 +put c(I, 143, up)
 143 +be c(feet, my)
 144 when they first got their cars
 it was good first of all
 when (145, 146)
 145 +get p(they, 102, first)
 146 +be p(it, good, at first)
 147 but then I started to miss it
 but (146, 148)
 146 +start p(I, 147)
 147 +miss p(I, it)
 148 I started to miss doing things for them
 +start p(I, 149)
 149 miss p(I, 150)
 150 +do c(I, things, for them)

Subject eight without schizophrenia

(about one minute) (033)

1 before I came here

well even from when I was released from prison the last time

I was released from prison

I had a relationship with a woman

who I'd become involved with

while I was serving the sentence

+have p(I, 2, from 6/8)

2 +be c(relationship, with 3)

3 +be c(woman, who 4)

4 +begin c(I/woman, involvement,
when 5)

5 +serve p(I, sentence)

6 +be c(when, 7)

7 +release p(x, I, from prison)

8 +be c(before, 7)

9 I was released from prison 8

10 I went to live with her

+go p(I, 11)

11 +live p(I, with her)

12 I've been involved in a relationship on and off with
her since nineteen ninety three

+have p(I/her, 13, since 1993)

13 +be c(relationship, on/off)

14 well I was released end of ninety three beginning of
ninety four

+release p(x, I, 15/16)

15 +be p(1993, end)

16 +be p(1994, beginning)

17 and it was a bit tempestuous to begin with

because I had a lot of problems like when I first got
out of gaol

because (18, 20)
 18 +have p(I, +problems, when 19)
 19 +come p(I, out of gaol)
 20 +be p(it, 21, at beginning)
 21 +be c(tempestuous, bit)
 22 it was hard to cope with the idea of me not getting
 back to crime again
 so when I didn't have any money
 I was finding it hard to cope without having that
 level of money that I was used to before
 because (27/29, 23)
 23 +be p(it, hard, 24)
 24 +cope p(x, with 25)
 25 +be c(idea, 26)
 26 -go c(x, back to crime)
 27 -have p(I, 28)
 28 +be c(money, any)
 29 +have p(I, hard, 30)
 30 +cope p(x, 31)
 31 -have c(I, 32)
 32 +be c(33, 34)
 33 +be c(money, level)
 34 +have p(I, x, before)
 35 bearing in mind the sentences I was locked up for was
 all robbery and things like that
 so before then there was always plenty of it around
 because (36, 40)
 36 +be p(37, 39)
 37 +be p(sentences, 38)
 38 +lock p(x, me)
 39 +be p(x, robbery/that)

40 +be p(41 around, before that)
 41 +be c(it, plenty)
 42 but got over all those problems but (23, 43)
 43 +overcome p(I, 44)
 44 +be p(45, all)
 45 +be p(problems, those)
 46 got meself settled +settle p(I, myself)
 47 and worked on cars and things like that
 +work p(I, on cars/48)
 48 +be p(things, like that)
 49 and things had been going quite well
 right up until last Friday night
 +go p(things, 50, until
 51)
 50 +be c(well, quite)
 51 +be c(52, last)
 52 +be c(night, Friday)

Subject nine without schizophrenia

(145) (thirty seconds)

1 before I came here eh

before I went to college

I originally came from Essex

+be c(before 2/3, 4)

2 +come p(I, here)

3 +go p(I, college)

4 +come p(I, from Essex,
originally)

5 but been living up in H for close to nine years

but (4, 6)

6 +live p(x, in H, almost 7)

7 +be c(years, nine)

8 but originally come from B Essex but (5, 4)

9 eh in some ways really we wish we'd stayed down there

+wish c(we, 10, in 11)

10 +stay p(we, there)

11 +be c(ways, some)

12 can't think of much to say about this place eh

-can c(x, 13)

13 +think c(x, 14)

14 +say c(x, much, about 15)

15 +be c(place, this)

(3 secs)

16 eh there's not much about my background that is
really imp really interesting

because most of it is in here now

because (17, 19)

17 +be c(18, in here, now)

18 +be c(it, most)

19 -be c(20, +interesting)

20 +be c(much, about 21)
21 +be c(background, my)
22 most of it is in prison
for the last couple of years
+be c(most/for 23, in prison)
23 +be c(24, last)
24 +be c(years, couple)
YES BUT YOU HAVE A WHOLE PERSON FROM BEFORE YOU CAME HERE
yeah
but some of it I'd rather keep quiet
OK
fine

Subject ten without schizophrenia

(078) (35 secs)

1 em been married for ten years +be p(x, married, 2)

2 +be c(years, ten)

3 two children +have c(x, 4)

4 +be c(children, two)

5 eh I've been a scaffolder since I left school

+be p(I, scaffolder,
since 6)

6 +leave p(I, school)

7 em split up with my wife +split p(x, with 8)

8 +be c(wife, my)

9 she lives separately from me

+live c(she, separate
from me)

10 I met somebody else +meet p(I, someone)

11 and (2 secs) I see her once a week now (chuckle)

+see c(I, her, 12, now)

12 +be c(week, day)

PARDON

13 I see her once a week now instead of every day (chuckle)

+see c(I, her, 12,
instead of 14, now)

14 +be c(day, every)

15 eh that's it really +be c(that, it, really)

16 I've done a few marshall arts since I left school

+do p(I, 17, since 19)

17 +be c(marshall arts, few)

18 +leave p(I, school)

19 m play football at weekends

+play c(x, football, at
weekends)

20 get down to the pub now and again

```
+get c(x, to pub, now/again)
21 go to the odd rave +go c(x, to 22)
22 +be c(rave, odd)
23 that's about it really +be c(that, it)
```


Subject eleven without schizophrenia.

(106) (30 secs)

(6 secs)

1 criminally

(2 secs)

2 on the run +be c(x, on run)

(3 secs)

3 sleeping at friends' houses +sleep p(x, at 4)

(1 sec)

4 +be c(houses, of friends)

5 sleeping at

sleeping at friends' houses instead of me own house

and

(2 secs) +sleep c(x, at 4, instead
of 6)

6 +be c(house, my)

SORRY I DIDN'T CATCH

7 sleeping at friends' houses instead of my parents'es

+sleep p(I, at 4, instead
of 8)

8 +be c(9, my)

9 +be c(x, parents)

RIGHT

eh

(2 secs)

10 and just getting into trouble really

(1 sec) +get p(I, in trouble)

11 trouble with motor cars +be c(trouble, with 12/13)

(2 secs)

and that sort of thing

12 +be c(cars, motor)

13 +be c(thing, that sort)

YOUR OFFENCE GOT TO DO WITH DRIVING

14 mm

Subject twelve without schizophrenia

(30 seconds)

1 before I come to Woodhill

I was eh me and my girlfriend

I was starting to settle down

to stay out of trouble

starting to get work

and eh (2 syllable unintelligible word) happened

+be p(before 2, 3/5/8)

2 +come p(I, to W.)

3 +be p(I, with 4)

4 +be c(girlfriend, my)

5 +start p(x, settle/6/7)

6 +stay c(x, out trouble)

7 +get c(x, work)

8 +happen p(x, x)

9 got into a scrap +get p(x, into scrap)

10 and eh that put a bit of a strain on things

+put p(that, 11, on things)

11 +be c(strain, bit)

12 and em I ended up getting sent down

and going coming back to prison

coming to W.

+end p(I, 13/14/15)

13 +send c(x, I, down)

14 +go p(x, back, to prison)

15 +come p(x, to W.)

16 and eh my girlfriend is eh still waiting

+wait c(4, for x, still)

APPENDIX I
NARRATIVES WITH PICTURES VISIBLE

**NARRATIVE FRAMEWORKS DEVELOPED
BY RESEARCHER**

**NARRATIVES COMPRISING
COMPARATIVE DATA**

**NARRATIVE SAMPLES OF PARTICIPANTS
WITH SCHIZOPHRENIA
(TOGETHER WITH NOTES ON FRAME
ANALYSIS USING RESEARCHER'S
FRAMEWORKS)**

**FRAME ANALYSES OF NARRATIVE
SAMPLES USING FRAMEWORKS
DEVELOPED FROM COMPARATIVE DATA**

FRAMEWORK FOR NARRATIVE AT BASELINE (DEVELOPED BY RESEARCHER)

SETTING (1 frame)

A man is planting a tree

DEVELOPMENT (3 frames)

the man goes away /inside a shed/house (to put away spade)

as the man returns

he sees an angry man chasing a boy

COMPLICATION (4 frames)

the boy hides behind the first man

the second man is very angry and shouts at the first man,

who is standing holding onto the tree he has just planted

the boy continues to hide behind the first man

RESOLUTION (6 frames)

the first man lifts up the tree he has just planted

the second man is very frightened because he doesn't know that the tree has just been planted

the second man thinks that the first man is very strong

the second man therefore runs away,

as the first man stands up holding the tree

and the boy looks on laughing.

(CODA)

FRAMEWORK FOR NARRATIVE (DEVELOPED BY REESEARCIER)

SETTING (3 frames)

There is a man at the seaside/river's edge with a fish in his fishing net

There is a boy happily watching him

DEVELOPMENT (2 frames)

The man carries the fish home in a bucket,

the boy looking into the bucket excitedly

COMPLICATION (2 frames)

When they arrive home, and the man is about to cut the fish,

the boy cries

RESOLUTION (4 frames)

The man and the boy march back to the seaside/river

where the man throws the fish back into the water

they then watch in consternation

as a larger fish eats up the fish they returned to the water

FRAMEWORK DEVELOPED BY RESEARCHER FOR NARRATIVE WITH PICTURES USED AT REASSESSMENT FOLLOWING INTERVAL

SETTING (2 frames)

a man and a boy in bed

man coming in with gun

DEVELOPMENT (2 frames)

man who came in starts shooting

man from bed gets out of bed and shoots at man who has just entered

boy crawls on floor

whilst men shoot at each other (key)

boy puts drawing pin on floor (key)

COMPLICATION (2 frames)

man who came in room shooting steps on drawing pin

he falls over, dropping his gun

RESOLUTION (2 frames)

man from bed ties up man who came in

whilst boy looks at drawing pin

SUBJECT 1

THERAPY STUDY COMPARATIVE DATA

NARRATIVE WITH PICTURES VISIBLE

right

well

th th the the robber comes into the room

and we've got em a man and a woman in bed

that's alarmed and they sit up in their beds

with that the robber goes down on his knees

and ehm two people in the bed go onto the floor by the side of the bed

and it looks like a doll that's gone onto the floor to the right

ehm

the first picture (chuckle) ehm

the chap in the bed gets his gun out

uhm and fires back at the robber

ah it's a little child that seems to be has thrown something onto the middle of the floor

should I stop there's the three

there's four five six as well

right

and with that the chap in the bed runs off in the opposite direction

he shoots

he seems to shoot there

and from there I think he's falling

ah he slips on the coin or whatever it is that the child has dropped onto the floor

appears to be diving out of the way

with the gun flying from his body

eh

I'm not sure if he's been shot here or not

and in the end he's flat on his back with this either coin or I am not sure what it is

possibly a nail stuck on his foot

oh that's (chuckle) what he's done over there

and he's then being tied up by the chap in the house

while the little kid watches on peculiarly at the nail stuck in his foot

SUBJECT 1

THERAPY STUDY COMPARATIVE DATA

NARRATIVE 2 WITH PICTURES VISIBLE

right

there's a chap in the garden plaanting a tree

he's steadily holding the tree in position

ehm taking some out and putting it into the ground

he walks away and goes indoors

ehm leaving the tree fairly upright

he then comes out of this house

walking towards the tree

and there's a pretty angry looking man

with a child racing in the direction of his house

into the angles to the well directly towards the tree aswell

the chap in the house walks over to the tree

holds on to it

and this child who now seems to have been followed by this other man

the child's hiding behind the man who's holding the tree

ehm well assuming that its' his father her father

this very angry man punches the father in his face

and with that child still hiding behind the father

pulls the tree out of the ground

and picks it up

and is attempting to hit this other man
and before he does he runs off

the child is laughing

and the father is standing there with the tree in his hand feeling quite happy with himself

SUBJECT ONE

THERAPY STUDY COMPARATIVE DATA

NARRATIVE THREE WITH PICTURES VISIBLE

it looks like daddy's eh going fishing

ehm by the river

with his son

and he's ehm got a fishing net here

'plucks' (intelligibility difficulty) out a big fish out of the river

and em he walks away down the road

away from the river

holding hands

holding the fishing net

and the little boy is eh pacing along beside him

ehm looking into this bucket

ehm where the fish may have been

and I realise probably is (chuckle) now

going onto the third picture

it takes eh is actually I think probably is a whole

child's exhausted seems to be perspiring

and daddy seems to be standing in front of a table

with the fish

about to chop it up

and eh they go back out again with the bucket

ehm it's really warm
very hot day

and they head down to the river

and eh the fifth picture here

is showing father throwing the fish back into the river

ehm and the child is delighted with that

and they were peering into the river

and as the fish is being dropped into the river

this other larger fish comes along and chews it up

and they're both looking quite dismayed

SUBJECT 2

THERAPY STUDY COMPARATIVE DATA

NARRATIVE 1 WITH PICTURES

with ok

ehm

there's two people in bed

so it's probably in the middle of the night

or late in the night

ehm a guy comes through the door (chuckle)

with a gun in his hand

and a mask

so he's probably a robber

or something

but it looks like he's got a key

so I could be wrong

so he probably knows how to get in

the two people in bed have seen have seen him come in

they jump up

the little un is hiding behind the bed

and they the guy with the mask and the guy that's in the bed have a shoot out

this then moves out of the doorway and into into the corridor

this guy's behind one hiding behind one door

and this guy's behind the other

and they have a little bit of a shootout

the little un then throws a pin on the floor

the older guy and the little un then run off

he's he's got no shoes on

so he stands on the pin

which then makes him jump in the air

he drops his gun

and then while he's lying on the floor rolling around with a pin in his foot

the older guy comes out with the little un and ties him up

and eh disarms him

SUBJECT 2

THERAPY STUDY COMPARATIVE DATA

NARRATIVE 2 WITH PICTURES VISIBLE

ok so

so just tell you what I see first of all

do you want

yeah if you could tell me the story as you see them in the pictures

but obviously I can see them at the same time

Ok so we've got a guy here

and he's eh planting a tree by the looks of things

he's he's dug a hole

and he's put the tree in the hole

he turns his back

and he's done a good job I should imagine

so he's going to his shed to put his shovel away

as he comes out of the shed

suddenly he sees a big burly guy and he's chasing a small person

the small person hides behind the man

and ehm the burly guy's eh shouting at the at the guy who was planting the tree

with that the guy the guy who planted the tree suddenly picks the tree up

so it looks like (chuckle) so it looks like he's mega strong

(? It could be) the big burly guy gets frightened and runs off

SUBJECT 2

THERAPY STUDY COMPARATIVE DATA

NARRATIVE 3 WITH PICTURES

ok we've got

we'll we'll say the the son and the dad

the son and the dad a are catching a fish

they've cau they've got a net and a bucket

and they've caught a fish quite a big fish

everybody's happy

anyway they put the fish in the bucket

and off they go

back to home

they get the fish out on the table

ehm and go to get a knife out to cut the fish I should imagine

and the little child then starts getting upset

the dad has a change of heart

and takes the fish back in the bucket

they take take it back to the to the pond

he tips the fish back in the river

and they feel content that they've saved the fish

suddenly a great big fish comes along

and eats the little fish

INTERRUPTION

SUBJECT 3

THERAPY COMPARATIVE DATA

NARRATIVE 1 WITH PICTURES VISIBLE

eh there's a guy sneaking into a room

and it's kids or or whatever

eh one kid and an adult with a gun

there's a shootout taking place between two ad adults

with the kid sat underneath

lying underneath the bed or by the side of the bed

then there i looks like in different rooms shooting at each other

two adults and the kid's (laugh) thrown something on the floor

and then eh the original guy that came into the bedroom I presume

with the with the gun is chasing the other gentleman

he's trodden on the drawing pin that the kid's thrown down

and shot up in the air

and the gun's gone down

and the other chap's tied him up

and the kid's trying to retrieve his drawing pin

SUBJECT 3

THERAPY COMPARATIVE DATA

NARRATIVE 2 WITH PICTURES

discussion about requirements of task...

Yeah eh

there's a guy

he's holding his tree a tree in his left hand

with a a small trowel

eh looking like he's planting a tree

next ehm he's planted the tree

and he's walking indoors with the trowel

ehm he's walking out

coming out

he's walking outdoors now

walking towards his tree

and there's a young lad being chased by what looks like a horrible looking skinhead

eh the guy's the skinhead guy's got a having a confrontation with the guy that planted the tree

with the young kid hid hiding behind eh this adult

eh the guy that's planted the tree with the young kid still behind him

has picked up the tree and th presumably threatened the other guy with it

and he's run off

and the young kid's in front of the guy and all happy and smiles

SUBJECT 3

THERAPY COMPARATIVE DATA

NARRATIVE 3 WITH PICTURES VISIBLE

yeah sure yeah

eh there's a guy an adult with a young a young lad

and they've caught a fish in a fishing net

that looks like out of a pond or a river

they've ehm put it into a bucket

and they're they're walking off with the net

and the young kid's eh holding on to the bucket

looking in to see the looking at the fish

ehm they've got the fish at home presumably

and eh he's about to cut it up

an eh cook it I think

but the young lad's sobbing

I don't think he wants dad or whoever to do it

the they decided to go back to the river

and the kid's got a nice smile on his face

stopped crying

dad's eh looking as pleased as punch

and eh they throw the fish back into the water

and eh when the fish is in the water

they're both looking to see watching it swim off

and it's eaten by a big pike

right

SUBJECT 4

THERAPY COMPARATIVE DATA

NARRATIVE 3 WITH PICTURES VISIBLE

right

the first picture shows that the man fishing with his child

and the bucket

and they place the fish in the bucket

and then it shows a picture of the child and the and the fish and the dad

getting ready to p prepare the fish

with a knife in his hand

then it shows the fourth picture shows him going back to the

the river where he caught the fish with the bucket

and releasing the fish

and then the last pciture shows that the fish that they had released

being eaten by another bigger fish that came along

yeah

OK

SUBJECT 4

THERAPY COMPARATIVE DATA

NARRATIVE 2 WITH PICTURES

alright

ehm someone's planting a tree in the garden

ehm the man who's planted the tree goes inside the hosue

in the in the third picture he's also he's coming out of the house

but in the meantime a a child is running

with an and adult running after the child

ehm and the next picture shows the child hiding behind the man that eh burried the tree

and the eh man that was running after the child threatening the eh man that planted the tree

the man that planted the tree then lifts the tree out

and threatens the man that was running after the child

and the man that was running after the child runs away

SUBJECT 4

THERAPY COMPARATIVE DATA

NARRATIVE 1 WITH PICTURES VISIBLE

it looks s though somebody's coming into eh

like a hold up

and eh like a hostage situation

and a shootout takes place

eh children involved

ehm and the person who appears to be doing the hostage taking

is driven off by the man whose child it is

and the man overcomes the hostage taker

SUBJECT 5

THERAPY COMPARATIVE DATA

NARRATIVE 1 WITH PICTURES

now

right number one

it looks as if this guy's coming to rob these people

number two

this guy's ready for it

because he's been robbed before

he's got himself a gun

so he ends up fighting back

number three

he's determined that he's going to get this guy

because he thinks that it's him that robbed him before

so he's making every effort to try and get him

number four

he realises that he's run out of bullets

so he (laugh) so he runs for it

and the other chap

who's trying to nick his stuff

eh is chasing

number five

he's he's run along to chase him

but he's stood on a nail

and he's got such a fright

he's dropped the gun

number six

the other chap's realised that he's stood on a nail or he's or he's taken some sort of fit

and he's fallen to the ground

so he's taken advantage of that

and he's tied him up

and his son's beside him

having a look to see exactly why he went to the floor

and he's seen the nail in his foot

right that was brilliant

SUBJECT 5

THERAPY COMPARATIVE DATA

NARRATIVE 2 WITH PICTURES VISIBLE

* asked to look at them first before starting*

right number one

this man decides that it's a lovely day today

so he decides to go out

and he wants to eh put his tree in the garden plant his tree in the garden

number two he's successfully done that

and he's quite proud of it

and he goes back into the house

this is number three

just as he's about to go back into the hosue he happens to notice that there's a man chasing a

young boy

so he goes out to investigate

or it could be a young girl

but it looks to me like a young boy

number four the man is talking to tthe this chap that's chasing the young boy

realising the size of him

and quick thinking he he pulls the

no I'll rephrase that

number four he's looking at the man thinking oh my G-d what a size this man is

what am I going to do

number five

he pulls the tr remembering he just planted the tree he pulls the tree out

giving the big guy a fright thinking the big guy thinking that he's really strong

number six the big guy chasing the child runs off very frightened indeed

SUBJECT 5

THERAPY COMPARATIVE DATA

NARRATIVE THREE WITH PICTURES VISIBLE

number one

this chap goes out

does a bit of fishing

manages to catch a fish in a net

with his son there present

thinking how proud he's he is to get to catch this fish

number two he decided to put the fish in a bucket of water

and walk home with it

number three

his father gets the fish on the table

and they're just about to cut its head off

and the wee boy starts crying

because he's got really friendly with this fish

since it come out of the water

number four his father says thinks about it

and puts the fish what looks to be back into the bucket

to put it back into the wild

number five he does that

he puts the fish back into the water

the wee boy laughs and cheers and all the rest of it

and is really happy

number six

the wee the fish that they put back into the water doesn't really want to go because he's got

friendly with the boy (smiling broadly)

and all of a sudden this other big fish come along and is just about to eat it

and his dad is not very happy

MARTIN

NARRATIVE WITH PICTURES

(BASELINE)

a man planting a tree

when he's finished he goes back into the house

he comes out again

and finds that there's a man and a boy

there's something about the tree being taken from its roots

the man's arguing

the (noun + verb) the man

and the man lifts the tree up

MARTIN

NARRATIVE WITH PICTURES

(BASELINE)

(notes on frames analysis)

SETTING: (1 out of 1)

the man planting a tree

DEVELOPMENT (2 1/2 out of 3)

when he's finished he goes back into the house

he comes out again

and finds that there's a man and a boy (angry and chasing him)

COMPLICATION (1/2 out of 4)

(the boy hides behind the first man)

(the second man is very angry and shouts at the first man, 1/2 the man's arguing who is standing holding onto the tree he has just planted)

(the boy continues to hide behind the first man)

RESOLUTION (1 out of 6)

there's something about the tree being taken from its roots (wrong order, included before the man's arguing)

the ? The man

and the man lifts the tree up (repetition)

(the second man is very frightened because he doesn't know the tree has just been planted)

(the second man thinks that the first man is very strong)

(the second man therefore runs away,

as the first man stands up holding the tree

and the boy looks on laughing)

MICHAEL

NARRATIVE WITH PICTURES

(BASELINE)

well there's a man planting a small tree

what do they call those with a shovel

a small spade

and he's pulling the earth around the roots of the tree

in the second picture he's done it

the tree's up

and he's decided to go on to the shed with his spade

and he looks very happy

now he comes out of the house without the spade

and there's his friend

his next door neighbour's coming to the garden

with his little boy

and they're charging about in the garden

and he's getting very angry about something

now he's saying that the tree belongs to his

because he found it

and and Mr Myers the man who planted the tree he's saying that I've planted it now

and it's nothing to get worked up over

and Mr French the neighbour

he's threatening to hit him

now Mr Myers says you've got to stop talking to me like this
you're getting me very upset
Mr French's little boy is getting a bit worried
and he's hiding behind Mr Myers
now Mr Myers he's getting angry now
and Mr French is starting to get a bit worried
and Mr Myers he's taken hold of the tree with one hand
and with his strength he said oh bother you can have the damned tree
and he rips it up out of out of the ground
and he threatened to throw it at Mr French
Mr French makes a run for it
and the little boy comes out from behind Mr Myers
and he's following his dad
and Mr Myers has still got the tree
but he can see that Mr French has had enough
and eventually he's going to decide to plant the tree back in his garden
and then once it's planted back in there they'll be friends again

MICHAEL

NARRATIVE WITH PICTURES

(BASELINE)

(notes on frames analysis)

SETTING (1 out of 1) (+ 1 inaccuracy + 2 additional ideas)

well there's a man planting a *small* tree (not consistent with picture)

what do they call those with a shovel

a small spade

and he's pulling the earth around the roots of the tree

DEVELOPMENT (2 ½ out of 3) (+ 1 not seen on picture) (+10 additional ideas)

in the second picture he's done it

the tree's up

and he's decided to go ot the into the shed with his spade

and he looks very happy (not seen on picture)

now he comes out of the house without the spade

and there's his friend

his next door neighbour's coming to the garden

with his little boy

and they're charging about in the garden (Not clear man chasing boy)

and he's getting very angry about something (not clear who is 'he')

now he's saying that the tree belongs to his

because he found it

COMPLICATION (2 out of 4) (+ 3 additional ideas)

and and Mr Myers the man who planted the tree he's saying that I've planted it now

and it's nothing to get worked up over

and Mr french the neighbour

he's threatening to hit him

(missed out that the boy hides behind Mr Myers)

now Mr Myers says you've got to stop talking to me like this

you're getting me very upset

Mr French's little boy is getting a bit worried

and he's hiding behind Mr Myers

now Mr Myers he's getting angry now

and Mr French is starting to get a bit worried

RESOLUTION (3 out of 6) (+ 9 additional ideas) (+ 3 ideas inconsistent with knowledge of world)

and Mr Myers he's taken hold of the tree with one hand

and with his strength he said oh bother you can have the damned tree

and he rips it up out of out of the ground (not showing relationship with setting)
and he threatened to throw it at Mr French
Mr French makes a run for it
and the little boy comes out from behind Mr Myers
and he's following *his dad* (not clear from story so far)
and Mr Myers has still got the tree
but he can see that Mr French has had enough (This is unusual elaboration of story,
without
and eventually he's going to decide to plant the tree back in his garden a description of
what
and then once it's planted back in there they'll be friends again occurs in the
picture, and addition of
what is not included in
the
pictures)

MARTIN

NARRATIVE WITH PICTURES (OUTCOME)

there's a man planting a tree

he goes into a house

he comes out

and there's a man chasing a boy

the man who's chasing the boy waves his fist at the man

there's a child standing behind him

the old man picks up the tree

the other man looks shocked

he wants to throw the tree at him

and then the man runs away

MARTIN

NARRATIVE WITH PICTURES (OUTCOME)

SETTING (1 out of 1)

there's a man planting a tree

DEVELOPMENT (3 out of 3)

he goes into a house

he comes out

and there's a man chasing a boy

COMPLICATION (3 out of 4)

the man who's chasing the boy waves his fist at the man

there's a child standing behind him

RESOLUTION ((4 out of 6) (omissions = man doesn't realise just planted

the old man picks up the tree

Child looks on, laughing)

the other man looks shocked

he wants to throw the tree at him

and then the man runs away

MARTIN

NARRATIVE WITH PICTURES (OUTCOME)

there's a man and a boy in the first picture

the man has a net with a fish in it

second picture is the boy and the man are walking away

the boy is looking in into the bucket at the fish

the man's got a knife

gonnna cut the fish open

it's a hot sunny day

instead the man throws the fish back into the river

there's a larger fish eating the fish they threw back

MARTIN

NARRATIVE WITH PICTURES (OUTCOME)

SETTING (2 1/2 out of 3) (omission = emotion - happiness)

there's a man and a boy in the first picture

the man has a net with a fish in it

DEVELOPMENT (2 out of 2)

second picture is the boy and the man are walking away

the boy is looking in into the bucket at the fish

COMPLICATION (1 out of 2) (omission = emotion-sadness)

the man's got a knife

gonnna cut the fish open

RESOLUTION (2 1/2 out of 4) (omission = emotion and implication of returning,

it's a hot sunny day

But not made explicit)

instead the man throws the fish back into the river

there's a larger fish eating the fish they threw back

MICHAEL

NARRATIVE WITH PICTURES

(OUTCOME)

Well Mr Myers has just found this tree laying against the hedge
he has decide that seeing no-one else wants it
he's going to plant it in his garden
so he gets the trowel out
puts the earth around it
and off he goes into the house
now he seems quite happy at the moment
then he hears someone shouting
and it's it's Mr Hughes from next door
and he looks furious
and he's got his little boy with him
and Mr Myers is coming out of the house
wondering what's going on
now Mr Hughes is getting really angry
he's threatening to hit Mr Myers
Mr Myers has only said he found the tree resting against the hedge
Mr Hughes says it is my tree you took
I want it back
and Mr Myers says Oh if you're so desperate to have it you can have it

and using all his strength with one arm

he pulls the tree out

and Mr Hughes looks flabbergasted

and he starts to run off

and Mr Myers is about to throw the tree at him

but he calls Mr Hughes back and he says

if you're so desperate for the tree you can have it

Mr Hughes says no maybe literally I've made a mountain out of a molehill

you can keep it

and they end up being good friends again

MICHAEL

NARRATIVE WITH PICTURES (OUTCOME)

SETTING (1 out of 1) (+ 5 additional ideas)

Well Mr Myers has just found this tree laying against the hedge

he has decide that seeing no-one else wants it

he's going to plant it in his garden

so he gets the trowel out

puts the earth around it

now he seems quite happy at the moment

DEVELOPMENT (2 ½ out of 3) (+ 2 additional ideas)

then he hears someone shouting

and it's it's Mr Hughes from next door

and he looks furious

and he's got his little boy with him

and Mr Myers is coming out of the house

wondering what's going on

COMPLICATION (1 out of 4) (+ 4 additional ideas) +

now Mr Hughes is getting really angry

he's threatening to hit Mr Myers

Mr Myers has only said he found the tree resting against the hedge

Mr Hughes says it is my tree you took

I want it back

RESOLUTION (4 out of 6) (+ 6 additional ideas) (+4 ideas inconsistent with pictures)

and Mr Myers says Oh if you're so desperate to have it you can have it

and using all his strength with one arm

he pulls the tree out

and Mr Hughes looks flabbergasted

and he starts to run off

and Mr Myers is about to throw the tree at him

but he calls Mr Hughes back and he says

if you're so desperate for the tree you can have it

Mr Hughes says no maybe literally I've made a mountain out of a molehill

you can keep it

and they end up being good friends again

MICHAEL

NARRATIVE WITH PICTURES (OUTCOME)

alright

It's Mr Myers again

this time he's got his little boy with him

and they're going down to the local stream

he's brought a bucket and a landing net with him

and now he's looking for some fish

now suddenly he puts the landing net in the water

and he can feel something thrashing around in the net

and he pulls it out

and lo and behold there's a fish in it

the little boy's so pleased

Mr Myers picks up the bucket

fills it up with water

and empties the fish into it

and off they go

now Mr Myers has got the fish out of the bucket

and he is about to kill the fish

now the little boy is really upset about this

and he starts crying

and Mr Myers says well OK I won't kill the fish

we'll put it back where we found it shall we

and his little boy and Mr Myers returned to the stream
it's a beautiful sunny day
he goes to the stream
the edge of the bank
empties the bucket with the fish into the water
unfortunately as the fish goes back in there's a pike which is a predator
and all of a sudden its teeth clench around the fish they just emptied back into the water
and the little fish is swallowed up by the pike
and the little boy is really upset about this
and Mr Myers isn't very pleased either
but there's nothing either of them can do about it
and the pike just swims away with the little fish

MICHAEL

NARRATIVE WITH PICTURES (OUTCOME)

SETTING (3 out of 3) (+ 4 additional ideas) (additional ideas because action vs. properties)

alright

It's Mr Myers again

this time he's got his little boy with him

and they're going down to the local stream

he's brought a bucket and a landing net with him

and now he's looking for some fish

now suddenly he puts the landing net in the water

and he can feel something thrashing around in the net

and he pulls it out

and lo and behold there's a fish in it

the little boy's so pleased

DEVELOPMENT (1 ½ out of 2) (omission = boy excited)

Mr Myers picks up the bucket

fills it up with water

and empties the fish into it

and off they go

COMPLICATION (2 out of 2)

and he is about to kill the fish

now the little boy is really upset about this

and he starts crying

RESOLUTION (4 out of 4) (+ 1 verbalisation to support storyline, + 1 additional detail

+1 statement not adding to storyline, + 1 idea not included in the pictures)

and Mr Myers says well OK I won't kill the fish

we'll put it back where we found it shall we

and his little boy and Mr Myers returned to the stream

it's a beautiful sunny day

he goes to the stream

the edge of the bank

empties the bucket with the fish into the water

unfortunately as the fish goes back in there's a pike which is a predator

and all of a sudden its teeth clench around the fish they just emptied back into the water

and the little fish is swallowed up by the pike

and the little boy is really upset about this

and Mr Myers isn't very pleased either

but there's nothing either of them can do about it

and the pike just swims away with the little fish

MARTIN

NARRATIVE WITHOUT MEMORY

REASSESSMENT FOLLOWING INTERVAL AFTER THERAPY

there's a man planting a tree

he's gone through a door

and there's a big man and a little boy running towards the tree

the big man is threatening the man who planted the tree

the man who planted the tree es ripped it up

and the big man's frightened

he runs he goes away

the child tries to run away

and the other man is triumphant

MARTIN

NARRATIVE WITH PICTURES VISIBLE

REREASSESSMENT

SETTING (1 OUT OF 1)

there's a man planting a tree

DEVELOPMENT (2 OUT OF 3) (not explicit that man came out)

he's gone through a door

and there's a big man and a little boy running towards the tree

COMPLICATION (1 out of 4) (omitted boy, and man holding tree; not essential to plot)

the big man is threatening the man who planted the tree

RESOLUTION (4 out of 6) (+ one misinterpretation of boy trying to run away vs

laughing)

And 1 omission that tree just planted, therefore not difficult to remove)

the man who planted the tree es ripped it up

and the big man's frightened

he runs he goes away

the child tries to run away

and the other man is triumphant

MARTIN

NARRATIVE WITH PICTURES VISIBLE

REREASSESSMENT

in the first picture there's a man and a boy fishing

the man has a net

he has a fish in it

and it's splashing about

in the second picture the little boy's holding a bucket

and the old man's carrying the the net

the old man is due to cut the fish up

on the table with a knife

the little boy cries

the sun is shining

he went to put the fish back

unfortunately something big has come along

and ate the little fish

MARTIN

NARRATIVE WITH PICTURES VISIBLE

REREASSESSMENT

SETTING (3 out of 3) (+ 1 additional detail - and it's splashing about)

in the first picture there's a man and a boy fishing

the man has a net

he has a fish in it

and it's splashing about

DEVELOPMENT (2 out of 2)

in the second picture the little boy's holding a bucket (holding onto bucket really)

and the old man's carrying the the net

COMPLICATION (2 out of 2)

the old man is due to cut the fish up

on the table with a knife

the little boy cries

RESOLUTION (3 ½ out of 4) (omIssion = man and boy's consternation)

the sun is shining

he went to put the fish back

unfortunately something big has come along

and ate the little fish

MARTIN

NARRATIVE WITH PICTURES VISIBLE

REREASSESSMENT

there's an old man and a boy in bed

and they burst in with a bang

and he starts shooting as he goes

the two men level level their barrels at each other

while their while the outlaws quiet by them this way

this yob has been shot

and the little boy

when the boy has him tied down

MARTIN

NARRATIVE WITH PICTURES VISIBLE

REREASSESSMENT

SETTING (2 out of 2)

there's an old man and a boy in bed

and they burst in with a bang

and he starts shooting as he goes

DEVELOPMENT (2 out of 2)

the two men level level their barrels at each other

while their while (the outlaws quiet by them this way ? Inteligibility)

COMPLICATION (1 out of 2) (didn't notice drawing pin)

this yob has been shot

RESOLUTION (1 out of 2) (misunderstanding of picture)

and the little boy

when the boy has him tied down

MICHAEL

NARRATIVE WITHOUT MEMORY

REREASSESSMENT AFTER INTERVAL FROM THERAPY

oh yes

this is Mr Myers again

and he's found a tree in his back garden

and he's decided to plant it

dug a hole with a trail

and he's planting the tree

now he's planted the tree

and he's gone off into his garden shed with a tool

he comes back out

and Mr Reed from next door

and his son

they he really looks angry

and Mr Myers says what is going on

and Mr Reed says what are you doing with my tree

and Mr Myers says it was just laying around in the garden

so I decided to plant it

and Mr Reed's fuming

he's got hold of Mr Myers by his waistcoat

and he's threatening to punch him in the face

and gradually Mr Myers is getting really fed up

and he's getting more and more angry
and Mr Reed is a lot bigger
can't understand it
but Mr Myer suddenly
in a real spirit of anger
pulls the tree out of the ground
and he's about to throw it at Mr Reed
and Mr Reed's run off
and left his son behind
and he's left Mr Myers with the tree
so I assume he's going to let him plant it again

MICHAEL

NARRATIVE WITHOUT MEMORY

REREASSESSMENT AFTER INTERVAL FROM THERAPY

SETTING (1 out of 1) + 4 additional ideas, mostly to do with action vs. Statements of properties)

this is Mr Myers again

and he's found a tree in his back garden

and he's decided to plant it

dug a hole with a trail

and he's planting the tree

now he's planted the tree

DEVELOPMENT (2 ½ out of 3) (omission = running) (+ 3 additional ideas, verbalisations supporting storyline)

and he's gone off into his garden shed with a tool

he comes back out

and Mr Reed from next door

and his son

they he really looks angry

and Mr Myers says what is going on

and Mr Reed says what are you doing with my tree

and Mr Myers says it was just laying around in the garden

so I decided to plant it

COMPLICATION (1 out of 4) (omissions = boy and man holding tree; non-essential to plot)

and Mr Reed's fuming

he's got hold of Mr Myers by his waistcoat

and he's threatening to punch him in the face

And gradually Mr Myers is getting really fed up

and he's getting more and more angry

RESOLUTION (4 out of 6) (+ 2 additional ideas; in a real spirit of anger; misunderstanding of story; and so I assume he's going to let him plant it again; not within pictures)

and Mr Reed is a lot bigger

can't understand it

but Mr Myer suddenly

in a real spirit of anger

pulls the tree out of the ground

and he's about to throw it at Mr Reed

and Mr Reed's run off

and left his son behind

and he's left Mr Myers with the tree

so I assume he's going to let him plant it again

MICHAEL

NARRATIVE WITHOUT MEMORY

REREASSESSMENT AFTER INTERVAL FROM THERAPY

Mr Myers has taken his son John fishing with a big net and a bucket
an and the (unintelligible syllable) where John is hoping to catch some fish
Mr Myers dips the the net into the water
and first time in he's caught a nice fish straight away
and John's so excited by it all
they've filled the bucket up with water
and they've put the fish in it
and they're going to eat it
now Mr Myers has got a knife out
but the boy doesn't want to kill the fish
and Mr Myers can see John is very upset about it
and John wants to see the fish put back in the stream
so Mr Myers agrees
he puts the fish back in the bucket
and off they go to the stream again
and Mr Myers grabs hold of the bucket
and and the fish drops back into the water
but unfortunately much to John's anguish
there's a pike in the water
and the pike has eaten their fish

and Mr Myers is angry

and John is upset

but there's not a thing they can do about it

and the pike's ate the fish

MICHAEL

NARRATIVE WITHOUT MEMORY

REREASSESSMENT AFTER INTERVAL FROM THERAPY

SETTING (3 out of 3) (+ 1 additional idea due to recounting as actions)

Mr Myers has taken his son John fishing with a big net and a bucket
an and the (unintelligible syllable) where John is hoping to catch some fish
Mr Myers dips the the net into the water
and first time in he's caught a nice fish straight away
and John's so excited by it all

DEVELOPMENT (2 out of 2)

they've filled the bucket up with water
and they've put the fish in it
and they're going to eat it

COMPLICATION (2 out of 2)

now Mr Myers has got a knife out
but the boy doesn't want to kill the fish
and Mr Myers can see John is very upset about it
and John wants to see the fish put back in the stream
so Mr Myers agrees

RESOLUTION (4 out of 4) (+ 1 repetition)

he puts the fish back in the bucket
and off they go to the stream again
and Mr Myers grabs hold of the bucket
and and the fish drops back into the water
but unfortunatly much to John's anguish
there's a pike in the water
and the pike has eaten their fish
and Mr Myers is angry
and John is upset
but there's not a thing they can do about it
and the pike's ate the fish

MICHAEL

NARRATIVE WITHOUT MEMORY

REREASSESSMENT AFTER INTERVAL FROM THERAPY

right

Mr Myers is in the bed

he's in a bed

a separate bed from his son John

and all of a sudden the door opens

and there's a robber

he's got a handkerchief around his face so he can't be identified properly

and he's got a gun

but what he doesn't realise is that Mr Myers is a member of the local gun club

and he's got a gun himself

now what happens is the robber uses the door as a shield

and starts firing at Mr Myers

now the boy with Mr Myers is behind the nearest bed

and Mr Myers

who keeps a gun loaded just in case anything like this should ever happen

and he fires back

now they are shooting each other

and they're getting closer and closer

now what happens is the boy has thrown a anil on the floor

and the robber's shooting

and he's getting the better of Mr Myers
he shoots again into the air
and he st and he stumbles forward
but what he doesn't notice is the nail that the boy has put on the floor
and he's only got bed slippers on
and he stands on it
and suddenly he goes ah
and jumps up in the air in agony
he drops his gun
Mr Myers gets some rope quickly
and ties the robber up
s he still the robber's still got the nail in his sh in his slipper
but he's going nowhere
and Mr Myers goes and phones for the police
and the robber's arrested

MICHAEL

NARRATIVE WITHOUT MEMORY

REREASSESSMENT AFTER INTERVAL FROM THERAPY

SETTING (2 out of 2)

Mr Myers is in the bed

he's in a bed

a separate bed from his son John

and all of a sudden the door opens

and there's a robber

he's got a handkerchief around his face so he can't be identified properly

and he's got a gun

DEVELOPMENT (2 out of 2) (+8 additional ideas/elaboration)

but what he doesn't realise is that Mr Myers is a member of the local gun club

and he's got a gun himself

Now what happens is the robber uses the door as a shield

and starts firing at Mr Myers

now the boy with Mr Myers is behind the nearest bed

and Mr Myers

who keeps a gun loaded just in case anything like this should ever happen

and he fires back

now they are shooting each other

and they're getting closer and closer

now what happens is the boy has thrown a nail on the floor

and the robber's shooting

and he's getting the better of Mr Myers

COMPLICATION (2 out of 2) (+3 additional ideas, 2 because described as actions, 1 and

he's only got bed slippers on)

he shoots again into the air

and he st and he stumbles forward

but what he doesn't notice is the nail that the boy has put on the floor

and he's only got bed slippers on

and he stands on it

and suddenly he goes ah

and jumps up in the air in agony

he drops his gun

RESOLUTION (1 ½ out of 2) (omission = boy, not essential to the storyline,

+ 2 additional ideas not included within pictures)

Mr Myers gets some rope quickly

and ties the robber up

s he still the robber's still got the nail in his sh in his slipper

but he's going nowhere

and Mr Myers goes and phones for the police

and the robber's arrested

KEY/ESSENTIAL FRAMES FOR NARRATIVE WITH PICTURES

FONT 1 100% YES
FONT 2 80% YES
font 3 60% YES
font 4 40% YES
font 5 20% YES

	Subject 1	Subject 2	Subject 3	subject 4	Subject 5
<i>man in garden</i>	YES	no	no	YES	YES
feelings related to day/planting	no	no	no	no	YES
MAN PLANTING TREE	YES	YES	YES	YES	YES
DETAILS ABOUT PLANTING	YES	YES	YES	no	YES
WALKS AWAY/GOES INDOORS	YES	YES	YES	YES	YES
<i>puts shovel away</i>	no	YES	YES	no	no
COMES OUT OF BUILDING	YES	YES	YES	YES	YES
<i>angry man</i>	YES	YES	YES	no	no
child racing towards house	YES	no	no	no	no
CHILD CHASED BY SECOND MAN	YES	YES	YES	YES	YES
<i>man walks over to tree</i>	YES	no	YES	no	no
man holds on to tree	YES	no	no	no	no
CHILD HIDING BEHIND MAN HOLDING TREE	YES	YES	YES	YES	no
ARGUMENT BETWEEN TWO MEN	YES	YES	YES	YES	Talking
<i>child still hiding behind man</i>	YES	no	YES	no	no
man planning idea with tree	no	no	no	no	YES
MAN PULLS TREE OUT OF GROUND	YES	YES	YES	YES	YES
<i>threaten man with tree</i>	no	YES	YES	YES	no
<i>appearance of very strong</i>	no	YES	no	no	YES
OTHER MAN RUNS OFF	YES	YES	YES	YES	YES

<i>child feelings</i>	YES	no	YES	no	no
adult feelings	YES	no	no	no	no

CONSIDERING ESSENTIAL FRAMES AS THOSE INCLUDED BY 80% OR MORE OF SUBJECTS:

- subject 1: 9/9
- subject 2: 9/9
- subject 3: 9/9
- subject 4: 8/9 (omitted details about planting)
- subject 5: 7 1/2/9 (omitted child hiding behind tree,
And suggested two men 'talking')

CONSIDERING ESSENTIAL FRAMES AS THOSE INCLUDED BY 60% OR MORE OF SUBJECTS:

- subject 1: 11/13
- subject 2: 12/13
- subject 3: 12/13
- subject 4: 10/13
- subject 5: 8 1/2 / 13

CONSIDERING NON-ESSENTIAL FRAMES AS THOSE INCLUDED BY 40% OR LESS OF SUBJECTS:

- subject 1: 6/9
- subject 2: 1/9
- subject 3: 3/9
- subject 4: 0/9
- subject 5: 3/9

CONSIDERING NON-ESSENTIAL FRAMES AS THOSE INCLUDED BY 40% OR LESS OF SUBJECTS:

- subject 1: 3/5
- subject 2: 0/5
- subject 3: 0/5
- subject 4: 0/5
- subject 5: 2/5

KEY/ESSENTIAL FRAMES FOR NARRATIVE 5, WITH PICTURES

FONT 1 100% YES
FONT 2 80% YES
font 3 60% YES
font 4 40% YES
font 5 20% YES

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
<i>river/stream/pond</i>	YES	no	YES	no	no
MAN GOING FISHING	YES	YES	YES	YES	YES
CHILD/SON PRESENT	YES	YES	YES	YES	YES
FISHING NET	YES	YES	YES	no	YES
FISH	YES	YES	YES	YES	YES
GOES AWAY FROM THE RIVER	YES	YES	YES	no	YES
<i>boy looking into bucket</i>	YES	no	YES	no	no
<i>happiness</i>	no	YES	no	no	YES
DETAIL OF MAN READY TO CUT FISH	YES	YES	YES	YES	YES
MAN READY TO CUT FISH	YES	YES	YES	YES	YES
CHILD 'S RESPONSE	YES	YES	YES	no	YES
GO OUT AGAIN WITH BUCKET/TO RIVER	YES	YES	YES	YES	YES
hot day	YES	No	No	No	No
MAN THROWS FISH BACK IN RIVER	YES	YES	YES	YES	YES
CHILD AND/OR ADULT DELIGHTED LARGER FISH	YES YES	YES YES	YES YES	No YES	YES YES

EATS SMALLER FISH

RESPONSE TO LARGER FISH YES (Interruption) (Implicit) no YES
EATING SMALL FISH

fish's emotions no no no no YES

FRAMES INCLUDED OF THOSE INCLUDED BY 80% OR MORE OF SUBJECTS:

subject 1: 13/13
subject 2: 12/12 (interruption)
subject 3: 12 ½ /13
subject 4: 8/13
subject 5: 13/13

FRAMES INCLUDED OF THOSE INCLUDED BY 60% OR MORE OF SUBJECTS:

n/a
frames included by 80% or more of subjects, or by 40% or fewer of subjects

FRAMES INCLUDED OF THOSE INCLUDED BY 40% OR FEWER SUBJECTS:

subject 1: 3/5
subject 2: 1/5
subject 3: 2/5
subject 4: 0/5
subject 5: 2/5

FRAMES INCLUDED OF THOSE INCLUDED BY 20% OR FEWER SUBJECTS:

subject 1: 1/2
subject 2: 0/2
subject 3: 0/2
subject 4: 0/2
subject 5: 1/2

NARRATIVE WITH PICTURES VISIBLE

FONT 1 100% yes
FONT 2 80% yes
font 3 60% yes
font 4 40% yes
font 5 20% yes

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
ROBBER ENTERS ROOM	YES	YES	YES	YES	YES
description of robber	no	YES	no	no	no
possesses key	no	YES	no	no	no
<i>2 people in bed</i>	YES	YES	YES	no	no
probably middle of night	no	YES	no	no	no
<i>man and woman alarmed</i>	YES	YES	no	no	no
robber down on knees	YES	no	no	no	no
two people go on floor	YES	no	no	no	no
doll onto floor	YES	no	no	no	no
<i>child hiding/on floor</i>	no	YES	YES	no	no
MAN FIRES AT ROBBER	YES	YES	YES	YES	YES
background to possessing gun	no	no	no	no	YES
ROBBER FIRES AT MAN	no	YES	YES	YES	YES
<i>child throws something on floor</i>	YES	YES	YES	no	no
FIGHT MOVES TO DIFFERENT AREA	YES	YES	YES	YES	YES
OTHER MAN FALLS	YES	YES	YES	no	YES
man got no shoes on	no	YES	no	no	no
OTHER MAN SLIPS ON X	YES	YES	YES	no	YES
OTHER MAN DROPS GUN	YES	YES	YES	no	YES
? Shot	YES	no	no	no	no
<i>man flat on back with item stuck in his foot</i>	YES	YES	no	no	YES

MAN TIED UP BY MAN IN THE HOUSE	YES	YES	YES	YES
child present	YES	YES	YES	YES
man disarms him	no	YES	no	no

FRAMES INCLUDED OF THOSE INCLUDED BY 80% OR MORE OF SUBJECTS:

subject 1: 7/8
subject 2: 8/8
subject 3: 8/8
subject 4: 5/8
subject 5: 8/8

range 5-8
median 7
mean 7.2

FRAMES INCLUDED OF THOSE INCLUDED BY 60% OR MORE OF SUBJECTS:

subject 1: 9/10
subject 2: 10/10
subject 3: 9/10
subject 4: 5/10
subject 5: 9/10

range 5-10
median 9
mean 8.4

FRAMES INCLUDED OF THOSE INCLUDED BY 40% OR FEWER SUBJECTS:

subject 1: 6/13
subject 2: 8/13
subject 3: 2/13
subject 4: 1/13
subject 5: 2/13

range 1-8
median 2 or 6
mean 3.8

FRAMES INCLUDED OF THOSE INCLUDED BY 20% OR FEWER SUBJECTS:

subject 1: 5/11
subject 2: 6/11
subject 3: 1/11

subject 4: 1/11
subject 5: 2/11

range 1-6
median 2 or 5
mean 3

**COMPARISON OF BASELINE NARRATIVE WITH KEY/ESSENTIAL
FRAMES AS DERIVED FROM 'COMPARATIVE DATA'**

KEY/ESSENTIAL FRAMES FOR NARRATIVE WITH PICTURES

% NURSING STAFF PRODUCING FRAME

FONT 1 100% YES

FONT 2 80% YES

font 3 60% YES

font 4 40% YES

font 5 20% YES

(font 6) 0% YES in comparative data, but included by sx subject

	Sx Subject Martin	Sx Subject Michael
<i>man in garden</i>	no	no
feelings related to day/planting	no	no
MAN PLANTING TREE	YES	YES
DETAILS ABOUT PLANTING	No	YES
WALKS AWAY/GOES INDOORS	YES	YES
<i>puts shovel away</i>	no	(Implicit)
COMES OUT OF BUILDING	YES	YES
<i>angry man</i>	no	YES
child racing towards house	no	no
CHILD CHASED BY SECOND MAN	no	no
(Extensive details about argument)	no	YES
<i>man walks over to tree</i>	no	no
man holds on to tree	no	YES
CHILD HIDING BEHIND MAN HOLDING TREE	no	YES
ARGUMENT BETWEEN TWO MEN	½	YES

(The man's arguing)

<i>child still hiding behind man</i>	no	(Implicit)
man planning idea with tree	no	no
MAN PULLS TREE OUT OF GROUND	YES	YES
<i>threaten man with tree</i>	no	YES
<i>appearance of very strong</i>	no	no
(Actual strength)	no	YES
OTHER MAN RUNS OFF	no	YES
<i>child feelings</i>	no	no
adult feelings	no	(Different)
(Future course of events)	no	YES

sx subject (Martin) included 4/6 (66.7%) of the frames included by 100% of subjects.

sx subject (Martin): 4/9 (44.4%) of frames included by 80% or more of subjects
 Compared with range of 7 ½ - 9 (83.3%-100%)
 Median of 8 (88.9%)
 Mean of 8 ½ (94.4%)

4 ½ /13 (34.6%) of frames included by 60% or more of subjects
 Compared with range of 8 ½ - 12 (65.4%-92.3%)
 Median of 11 (84.6%)
 Mean of 10.7 (82.3%)

0/9 (0%) of frames included by 40% or less of subjects
 Compared with range of 0 - 6 (0% - 66.7%)
 Median of 3 (33.3%)
 Mean of 2.6 (28.9%)

sx subject (Michael) included 5/6 of frames included by 100% or more of subjects

sx subject (Michael): 8/9 (88.9%) of frames included by 80% or more of subjects
 Compared with range of 7 ½ - 9 (83.3%-100%)

Median of 8 (88.9%)
Mean of 8 ½ (94.4%)

10/13 (76.9%) of frames included by 80% or more of subjects
Compared with range of 7 ½ - 9 (83.3%-100%)
Median of 8 (88.9%)
Mean of 8 ½ (94.4%)

2/9 (22.2%) of frames included by 40% or less of subjects
Compared with range of 0 - 6 (0% - 66.7%)
Median of 3 (33.3%)
Mean of 2.6 (28.9%)

2/5 (40%) of frames included by 20% or less of subjects
Compared with range of 0 - 3 (0% - 60%)
Median of 2 (40%)
Mean of 1 (20%)

And extended detail about each of 3 frames not included by another subjects

KEY/ESSENTIAL FRAMES FOR NARRATIVE WITH PICTURES (OUTCOME)

FONT 1 100% YES
FONT 2 80% YES
font 3 60% YES
font 4 40% YES
font 5 20% YES

	Sx Subject Martin	Sx Subject Michael
<i>man in garden</i>	no	YES
feelings related to day/planting	no	YES
MAN PLANTING TREE	YES	YES
DETAILS ABOUT PLANTING	no	YES
WALKS AWAY/GOES INDOORS	YES	YES
<i>puts shovel away</i>	no	no
COMES OUT OF BUILDING	YES	YES
<i>angry man</i>	YES	YES
child racing towards house	no	no
CHILD CHASED BY SECOND MAN	YES	no
<i>man walks over to tree</i>	no	no
man holds on to tree	no	no
CHILD HIDING BEHIND MAN HOLDING TREE	YES	no
ARGUMENT BETWEEN TWO MEN	no	YES
<i>child still hiding behind man</i>	no	no
man planning idea with tree	no	no
MAN PULLS TREE	YES	YES

OUT OF GROUND

<i>threaten man with tree</i>	YES	YES
<i>appearance of very strong</i>	1/2	1/2
OTHER MAN RUNS OFF	YES	YES
<i>child feelings</i>	no	no
adult feelings	no	YES
(Comment about being friends)	no	YES

Martin included 6/6 (100%), compared with his baseline of 4/6 (66.7%) of frames included by 100% of subjects.

Martin included 7/9 (77.8%), compared with his baseline of 4/9 (44.4%) of frames included by 80% or more of subjects

And also compared with range of 7 1/2 - 9 (83.3%-100%)
Median of 8 (88.9%)
Mean of 8 1/2 (94.4%)

Martin included 9/13 (69.2%), compared with his baseline of 4 1/2 /13 (34.6%) of frames included by 60% or more of subjects

Compared with range of 8 1/2 - 12 (65.4%-92.3%)
Median of 11 (84.6%)
Mean of 10.7 (82.3%)

Martin included 1/2 /9 (5.6%) , compared with his baseline of 0/9 (0%) of frames included by 40% or less of subjects

Compared with range of 0 - 6 (0% - 66.7%)
Median of 3 (33.3%)
Mean of 2.6 (28.9%)

Martin included 0/5 (0%) of those frames included by less than 20% of subjects.

Martin did not include any frames not included by 'control subjects'.

Michael included 5/6 (83.3%), compared with his baseline of 5/6 (83.3%) of those frames included by 100% of subjects.

Michael included 7/9 (77.8%) compared with his baseline of 8/9 (88.9%) of frames included by 80% or more of subjects
Compared with range of 7 1/2 - 9 (83.3%-100%)
Median of 8 (88.9%)
Mean of 8 1/2 (94.4%)

Michael included 10/13 (76.9%), compared with is baseline of 10/13 (76.9%) of frames included by 60% or more of subjects
Compared with range of 7 1/2 - 9 (83.3%-100%)
Median of 8 (88.9%)
Mean of 8 1/2 (94.4%)

Michael included 2 1/2 /9 (27.8%), compared with his baseline of 2/9 (22.2%) of frames included by 40% or less of subjects
Compared with range of 0 - 6 (0% - 66.7%)
Median of 3 (33.3%)
Mean of 2.6 (28.9%)

Michael included 2/5 (40%), compared with his baseline of 2/5 (40%) of frames included by 20% or less of subjects
Compared with range of 0 - 3 (0% - 60%)
Median of 2 (40%)
Mean of 1 (20%)

And did not include any frames other than those included by 'control subjects' as described above.

**KEY/ESSENTIAL FRAMES FOR NARRATIVE WITH PICTURES
(OUTCOME GENERALISATION)**

FONT 1 100% YES
FONT 2 80% YES
font 3 60% YES
font 4 40% YES
font 5 20% YES

	Sx subject Martin	Sx subject Michael
<i>river/stream/pond</i>	no	YES
MAN GOING FISHING	YES	YES
CHILD/SON PRESENT	YES	YES
FISHING NET	YES	YES
FISH	YES	YES
GOES AWAY FROM THE RIVER	YES	YES
<i>boy looking into bucket</i>	YES	no
<i>happiness</i>	no	YES
DETAIL OF MAN READY TO CUT FISH	YES	YES
MAN READY TO CUT FISH	YES	YES
CHILD 'S RESPONSE	no	YES
GO OUT AGAIN WITH BUCKET/TO RIVER	(Implicit)	YES
hot day	YES	YES
MAN THROWS FISH BACK IN RIVER	YES	YES
CHILD AND/OR ADULT DELIGHTED	no	YES

LARGER FISH EATS SMALLER FISH	YES	YES
RESPONSE TO LARGER FISH EATING SMALL FISH	no	YES
fish's emotions	no	no

Martin included 7 ½ /8 (93.8%) of those frames included by 100% of the control subjects.

Martin included 9 ½ /13 (73.1%) of those frames included by 80% or more of subjects, as compared with control subjects who ranged between 8 (61.5%) and 13 (100%)
With a median of 12 (92.3%)
And a mean of 11.7 (90%)

NB: All frames were included by 80% or more of subjects or by 40% or fewer subjects.

Martin included 2/5 (40%) of those frames included by 40% or fewer of the 'control subjects',
Who ranged between 0/5 (0%) and 3/5 (60%)
With a median of 2/5 (40%)
And a mean of 1.6/5 (32%)

Martin included 1 /2 (50%) of those frames included by 20% or fewer of the 'control subjects',
Who ranged between 0/2 (0%) and 1 /2 (50%)
With a mean of 0.4/2 (20%)

Michael included 8/8 (100%) of those frames included by 100% of subjects.

Michael included 13/13 (100%) of those frames included by 80% of subjects.

NB: All frames were included by 80% or more of subjects or by 40% or less subjects.

Michael included 3/5 (60%) of those frames included by 40% or fewer of the 'control subjects',
Who ranged between 0/5 (0%) and 3/5 (60%)
With a median of 2/5 (40%)
And a mean of 1.6/5 (32%)

Michael included 1 /2 (50%) of those frames included by 20% or fewer of the 'control subjects',
Who ranged between 0/2 (0%) and 1 /2 (50%)

With a mean of 0.4/2 (20%)

Michael did not include frames not included by any of the control subjects.

**KEY/ESSENTIAL FRAMES FOR NARRATIVE . WITH PICTURES
(REASSESSMENT)**

% NURSING STAFF PRODUCING FRAME

FONT 1 100% YES
FONT 2 80% YES
font 3 60% YES
font 4 40% YES
font 5 20% YES

	Sx Subject Martin	Sx Subject Michael
<i>man in garden</i>	no	YES
feelings related to day/planting	no	YES
MAN PLANTING TREE	YES	YES
DETAILS ABOUT PLANTING	no	YES
WALKS AWAY/GOES INDOORS	YES	YES
<i>puts shovel away</i>	no	YES
COMES OUT OF BUILDING	no	YES
<i>angry man</i>	YES	YES
child racing towards house	YES	no
CHILD CHASED BY SECOND MAN	no	no
<i>man walks over to tree</i>	no	no
man holds on to tree	no	no
CHILD HIDING BEHIND MAN HOLDING TREE	YES	no
ARGUMENT BETWEEN TWO MEN	YES	YES
<i>child still hiding behind man</i>	no	no
man planning idea with tree	no	no

MAN PULLS TREE OUT OF GROUND	YES	YES
<i>threaten man with tree</i>	no	YES
<i>appearance of very strong</i>	no	1 / 2
OTHER MAN RUNS OFF	YES	YES
<i>child feelings</i>	(Different)	no
adult feelings	YES	no
(Comment about being friends)	no	no

Martin included 4/6 (66.7%) compared with 6/6 (100%) at the conclusion of therapy, compared with his baseline of 4/6 (66.7%) of frames included by 100% of subjects.

Martin included 6/9 (66.7%), compared with 7/9 (77.8%) at the conclusion of therapy, compared with his baseline of 4/9 (44.4%) of frames included by

80% or more of subjects

And also compared with range of 7 ½ - 9 (83.3%-100%)

Median of 8 (88.9%)

Mean of 8 ½ (94.4%)

Martin included 7/13 (53.8%) compared with 9/13 (69.2%) at the conclusion of therapy, compared with his baseline of 4 ½ /13 (34.6%) of frames included by 60% or more of subjects

Compared with range of 8 ½ - 12 (65.4%-92.3%)

Median of 11 (84.6%)

Mean of 10.7 (82.3%)

Martin included 3/9 ((33.3%), compared with 1/2 /9 (5.6%) at the conclusion of therapy, compared with his baseline of 0/9 (0%) of frames included by

40% or less of subjects

Compared with range of 0 - 6 (0% - 66.7%)

Median of 3 (33.3%)

Mean of 2.6 (28.9%)

Martin included 2/5 (40%), as compared with 0/5 (0%) at the conclusion of therapy, of those frames included by less than 20% of subjects.

Martin did not include any frames not included by 'nursing staff'.

Michael included 5/6 (83.3%), as compared with 5/6 (83.3%) at the conclusion of therapy, compared with his baseline of 5/6 (83.3%) of those frames included by 100% of subjects.

Michael included 7/9 (77.8%), compared with 7/9 (77.8%) at the conclusion of therapy, compared with his baseline of 8/9 (88.9%) of frames included by 80% or more of subjects

Compared with range of 7 ½ - 9 (83.3%-100%)

Median of 8 (88.9%)

Mean of 8 ½ (94.4%)

Michael included 11/13 (84.6%), as compared with 10/13 (76.9%) at the conclusion of therapy, compared with is baseline of 10/13 (76.9%) of frames included by 60% or more of subjects

Compared with range of 7 ½ - 9 (83.3%-100%)

Median of 8 (88.9%)

Mean of 8 ½ (94.4%)

Michael included 1 ½ /9 (16.7%) frames, compared with 2 ½ /9 (27.8%) at the conclusion of therapy, compared with his baseline of 2/9 (22.2%) of frames included by 40% or less of subjects

Compared with range of 0 - 6 (0% - 66.7%)

Median of 3 (33.3%)

Mean of 2.6 (28.9%)

Michael included 1/5 (20%), compared with 2/5 (40%) at the conclusion of therapy,
compared with his baseline of 2/5 (40%) of frames included by 20% or less of subjects

Compared with range of 0 - 3 (0% - 60%)

Median of 2 (40%)

Mean of 1 (20%)

And did not include any frames other than those included by 'nursing staff' as described
above.

**KEY/ESSENTIAL FRAMES FOR NARRATIVE WITH PICTURES
(REASSESSMENT OF OUTCOME MEASURE)**

FONT 1 100% YES
FONT 2 80% YES
font 3 60% YES
font 4 40% YES
font 5 20% YES

	Sx subject Martin	Sx subject Michael
<i>river/stream/pond</i>	no	YES
MAN GOING FISHING	YES	YES
CHILD/SON PRESENT	YES	YES
FISHING NET	YES	YES
FISH	YES	YES
GOES AWAY FROM THE RIVER	1/2	no
<i>boy looking into bucket</i>	1/2	1/2
<i>happiness</i>	no	YES
DETAIL OF MAN READY TO CUT FISH	YES	YES
MAN READY TO CUT FISH	YES	YES
CHILD'S RESPONSE	YES	YES
GO OUT AGAIN WITH BUCKET/ TO RIVER	YES	YES
hot day	YES	no
MAN THROWS FISH BACK IN RIVER	1/2	YES
CHILD AND/OR ADULT DELIGHTED	no	no

LARGER FISH EATS SMALLER FISH	YES	YES
RESPONSE TO LARGER FISH EATING SMALL FISH	1/2	YES
fish's emotions	no	no

Martin included 7 1/2 /8 (93.8%), compared with 7 1/2 /8 (93.8%) at the completion of therapy, of those frames included by 100% of the nursing staff.

Martin included 10 1/2 /13 (80.8%), compared with 9 1/2 /13 (73.1%) at the completion of therapy, of those frames included by 80% or more of subjects, as compared with nursing staff who ranged between 8 (61.5%) and 13 (100%)

With a median of 12 (92.3%)

And a mean of 11.7 (90%)

NB: All frames were included by 80% or more of subjects or by 40% or fewer subjects.

Martin included 1 1/2 /5 (30%), compared with 2/5 (40%) at the completion of therapy, of those frames included by 40% or fewer of the ‘nursing staff’,

Who ranged between 0/5 (0%) and 3/5 (60%)

With a median of 2/5 (40%)

And a mean of 1.6/5 (32%)

Martin included 1 /2 (50%), compared with 1 /2 (50%) at the completion of therapy, of

those frames included by 20% or fewer of the 'nursing staff',

Who ranged between 0/2 (0%) and 1 /2 (50%)

With a mean of 0.4/2 (20%)

Michael included 8/8 (100%), compared with 8/8 (100%) at the completion of therapy,
of those frames included by 100% of subjects.

Michael included 11/13 (84.6%), compared with 13/13 (100%) at the completion of
therapy, of those frames included by 80% of subjects.

NB: All frames were included by 80% or more of subjects or by 40% or less subjects.

Michael included 3 ½ /5, compared with 3/5 (60%) at the completion of therapy, of
those frames included by 40% or fewer of the 'nursing staff',

Who ranged between 0/5 (0%) and 3/5 (60%)

With a median of 2/5 (40%)

And a mean of 1.6/5 (32%)

Michael included 0/2 (0%), compared with 1 /2 (50%) at the completion of therapy, of
those frames included by 20% or fewer of the 'nursing staff',

Who ranged between 0/2 (0%) and 1 /2 (50%)

With a mean of 0.4/2 (20%)

Michael did not include frames not included by any of the nursing staff.

**COMPARISON OF SCHIZOPHRENIC DATA WITH KEY INFORMATION
FOR NARRATIVE USED FOR REASSESSMENT ONLY**

NARRATIVE . WITH PICTURES VISIBLE

FONT 1 100% yes
FONT 2 80% yes
font 3 60% yes
font 4 40% yes
font 5 20% yes

	SUBJECT 1 MARTIN	SUBJECT 2
MICHAEL		
ROBBER ENTERS ROOM	YES	YES
description of robber	no	YES
possesses key	no	no
<i>2 people in bed</i>	YES	YES
probably middle of night	no	no
<i>man and woman alarmed</i>	no	no
robber down on knees	no	no
two people go on floor	no	no
doll onto floor	no	no
<i>child hiding/on floor</i>	no	YES
MAN FIRES AT ROBBER	YES	YES
background to possessing gun	no	YES
ROBBER FIRES AT MAN	YES	YES
<i>child throws something on floor</i>	no	YES
FIGHT MOVES TO DIFFERENT AREA	YES	no

OTHER MAN FALLS	YES	YES
man got no shoes on	no	YES
OTHER MAN SLIPS ON X	no	YES
OTHER MAN DROPS GUN	no	YES
? Shot	YES	no
<i>man flat on back with item stuck in his foot</i>	1/2	YES
MAN TIED UP BY MAN IN THE HOUSE	1/2	YES
child present	YES	no
man disarms him	no	no
(Additional story)	no	(Phones for police
arrested)		Robber's

Martin included 5 1/2 frames of those frames included of those included by 80% or more of subjects, as compared with a range of 5-8, median of 7 and mean of 7.2 among nursing staff.

Martin included 7 frames of those frames included of those included by 60% Or more of subjects, as compared with a range of 5-10, median of 9 and mean of 8.4 among nursing staff.

Martin included 2 frames of those frames included by 40% or fewer subjects, as compared with a range of 1-8, a median of 2 or 6 and a mean of 3.8 among nursing staff.

Martin included 2 frames of those included by 20% or fewer subjects, as compared with a range of 1-6, median of 2 or 5, and mean of 3.

Michael included 7 frames of those frames included of those included by 80% or more of subjects, as compared with a range of 5-8, median of 7 and mean of 7.2 among nursing staff.

Michael included 10 frames of those frames included of those included by 60% Or more of subjects, as compared with a range of 5-10, median of 9 and mean of 8.4 among nursing staff.

Michael included 4 frames of those frames included by 40% or fewer subjects, as compared with a range of 1-8, a median of 2 or 6 and a mean of 3.8 among nursing staff.

Michael included 3 frames of those included by 20% or fewer subjects, as compared with a range of 1-6, median of 2 or 5, and mean of 3.

NARRATIVE WITH PICTURES (BASELINE, OUTCOME AND REASSESSMENT)
(PLANTING TREE)

MARTIN

At reassessment Martin included 4/6 (66.7%) compared with 6/6 (100%) at the conclusion of therapy, compared with his baseline of 4/6 (66.7%) of frames included by 100% of subjects.

At reassessment Martin included 6/9 (66.7%), compared with 7/9 (77.8%) at the conclusion of therapy, compared with his baseline of 4/9 (44.4%) of frames included by 80% or more of subjects

And also compared with range of 7 ½ - 9 (83.3%-100%)

Median of 8 (88.9%)

Mean of 8 ½ (94.4%)

At reassessment Martin included 7/13 (53.8%) compared with 9/13 (69.2%) at the conclusion of therapy, compared with his baseline of 4 ½ /13 (34.6%) of frames included by 60% or more of subjects

Compared with range of 8 ½ - 12 (65.4%-92.3%)

Median of 11 (84.6%)

Mean of 10.7 (82.3%)

At reassessment Martin included 3/9 ((33.3%), compared with 1/2 /9 (5.6%) at the conclusion of therapy, compared with his baseline of 0/9 (0%) of frames included by 40% or less of subjects

Compared with range of 0 - 6 (0% - 66.7%)

Median of 3 (33.3%)

Mean of 2.6 (28.9%)

At reassessment Martin included 2/5 (40%), as compared with 0/5 (0%) at the conclusion of therapy, of those frames included by less than 20% of subjects.

At reassessment Martin did not include any frames not included by 'control subjects'.

MICHAEL

At reassessment Michael included 5/6 (83.3%), as compared with 5/6 (83.3%) at the conclusion of therapy, compared with his baseline of 5/6 (83.3%) of those frames included by 100% of subjects.

At reassessment Michael included 7/9 (77.8%), compared with 7/9 (77.8%) at the conclusion of therapy, compared with his baseline of 8/9 (88.9%) of frames included by 80% or more of subjects

Compared with range of 7 ½ - 9 (83.3%-100%)

Median of 8 (88.9%)

Mean of 8 ½ (94.4%)

At reassessment Michael included 11/13 (84.6%), as compared with 10/13 (76.9%) at the conclusion of therapy, compared with is baseline of 10/13 (76.9%) of frames included by 60% or more of subjects

Compared with range of 7 ½ - 9 (83.3%-100%)

Median of 8 (88.9%)

Mean of 8 ½ (94.4%)

At reassessment Michael included 1 ½ /9 (16.7%) frames, compared with 2 ½ /9 (27.8%) at the conclusion of therapy, compared with his baseline of 2/9 (22.2%) of frames included by 40% or less of subjects

Compared with range of 0 - 6 (0% - 66.7%)

Median of 3 (33.3%)

Mean of 2.6 (28.9%)

At reassessment Michael included 1/5 (20%), compared with 2/5 (40%) at the conclusion of therapy, compared with his baseline of 2/5 (40%) of frames included by 20% or less of subjects

Compared with range of 0 - 3 (0% - 60%)

Median of 2 (40%)

Mean of 1 (20%)

And did not include any frames other than those included by 'control subjects' as described above.

NARRATIVE WITH PICTURES (OUTCOME AND REASSESSMENT)

(FISH STORY)

MARTIN

At reassessment Martin included 7 ½ /8 (93.8%), compared with 7 ½ /8 (93.8%) at the completion of therapy, of those frames included by 100% of the control subjects.

At reassessment Martin included 10 ½ /13 (80.8%), compared with 9 ½ /13 (73.1%) at the completion of therapy, of those frames included by 80% or more of subjects, as compared with control subjects who ranged between 8 (61.5%) and 13 (100%)

With a median of 12 (92.3%)

And a mean of 11.7 (90%)

NB: All frames were included by 80% or more of subjects or by 40% or fewer subjects.

At reassessment Martin included 1 ½ /5 (30%), compared with 2/5 (40%) at the completion of therapy, of those frames included by 40% or fewer of the 'control subjects',

Who ranged between 0/5 (0%) and 3/5 (60%)

With a median of 2/5 (40%)

And a mean of 1.6/5 (32%)

At reassessment Martin included 1 /2 (50%), compared with 1 /2 (50%) at the completion of therapy, of those frames included by 20% or fewer of the 'control subjects',

Who ranged between 0/2 (0%) and 1 /2 (50%)

With a mean of 0.4/2 (20%)

MICHAEL

At reassessment Michael included 8/8 (100%), compared with 8/8 (100%) at the completion of therapy, of those frames included by 100% of subjects.

At reassessment Michael included 11/13 (84.6%), compared with 13/13 (100%) at the completion of therapy, of those frames included by 80% of subjects.

NB: All frames were included by 80% or more of subjects or by 40% or less subjects.

At reassessment Michael included 3 ½ /5, compared with 3/5 (60%) at the completion of therapy, of those frames included by 40% or fewer of the 'control subjects',

Who ranged between 0/5 (0%) and 3/5 (60%)

With a median of 2/5 (40%)

And a mean of 1.6/5 (32%)

At reassessment Michael included 0/2 (0%), compared with 1 /2 (50%) at the completion of therapy, of those frames included by 20% or fewer of the 'control subjects',

Who ranged between 0/2 (0%) and 1 /2 (50%)

With a mean of 0.4/2 (20%)

Michael did not include frames not included by any of the control subjects.

NARRATIVE WITH PICTURES (REASSESSMENT ONLY)
(ROBBER STORY)

MARTIN

Martin included 5 ½ (68.8%) frames of those frames included by 80% or more of subjects, as compared with a range of 5-8 (62.5%-100%), median of 7 (87.5%) and mean of 7.2 (90%) among control subjects.

Martin included 7 (63.6%) frames of those frames included of those included by 60% or more of subjects, as compared with a range of 5-10 (45.5%-90.9%), median of 9 (81.8%) and mean of 8.4 (76.4%) among control subjects.

Martin included 2 (15.4%) frames of those frames included by 40% or fewer subjects, as compared with a range of 1-8 (7.7%-61.5%), a median of 2 (15.4%) or 6 (46.2%) and a mean of 3.8 (29.2%) among control subjects.

Martin included 2 (18.2%) frames of those included by 20% or fewer subjects, as compared with a range of 1-6 (9.1%-54.5%), median of 2 (18.2%) or 5 (45.5%), and mean of 3 (27.3%).

MICHAEL

Michael included 7 (87.5%) frames of those frames included of those included by 80% or more of subjects, as compared with a range of 5-8 (62.5%-100%), median of 7 (87.5%) and mean of 7.2 (90%) among control subjects.

Michael included 10 (90.9%) frames of those frames included of those included by 60% Or more of subjects, as compared with a range of 5-10 (45.5%-90.9%), median of 9 (81.8%) and mean of 8.4 (76.4%) among control subjects.

Michael included 4 (30.8%) frames of those frames included by 40% or fewer subjects, as compared with a range of 1-8 (7.7%-61.5%), a median of 2 (15.4%) or 6 (46.2%) and a mean of 3.8 (29.2%) among control subjects.

Michael included 27.3% frames of those included by 20% or fewer subjects, as compared with a range of 1-6 (9.1%-54.5%), median of 2 (18.2%) or 5 (45.5%), and mean of 3 (27.3%).

APPENDIX J
NARRATIVES WITHOUT PICTURES
VISIBLE

**NARRATIVE FRAMEWORKS DEVELOPED
BY RESEARCHER**

**NARRATIVE SAMPLES OF PARTICIPANTS
WITH SCHIZOPHRENIA
(TOGETHER WITH NOTES ON FRAME
ANALYSIS USING RESEARCHER'S
FRAMEWORKS)**

**FRAME ANALYSIS OF COMPARATIVE
DATA**

**FRAME ANALYSES OF NARRATIVE
SAMPLES USING FRAMEWORKS
DEVELOPED FROM COMPARATIVE DATA**

**FRAMEWORK FOR NARRATIVE AT BASELINE (DEVELOPED BY
RESEARCHER)**

SETTING (1 frame)

A man is planting a tree

DEVELOPMENT (3 frames)

the man goes away /inside a shed/house (to put away spade)

as the man returns

he sees an angry man chasing a boy

COMPLICATION (4 frames)

the boy hides behind the first man

the second man is very angry and shouts at the first man,

who is standing holding onto the tree he has just planted

the boy continues to hide behind the first man

RESOLUTION (6 frames)

the first man lifts up the tree he has just planted

the second man is very frightened because he doesn't know that the tree has just been
planted

the second man thinks that the first man is very strong

the second man therefore runs away,

as the first man stands up holding the tree

and the boy looks on laughing.

(CODA)

FRAMEWORK FOR NARRATIVE (DEVELOPED BY REESEARCHER)

SETTING (3 frames)

There is a man at the seaside/river's edge with a fish in his fishing net

There is a boy happily watching him

DEVELOPMENT (2 frames)

The man carries the fish home in a bucket,

the boy looking into the bucket excitedly

COMPLICATION (2 frames)

When they arrive home, and the man is about to cut the fish,

the boy cries

RESOLUTION (4 frames)

The man and the boy march back to the seaside/river

where the man throws the fish back into the water

they then watch in consternation

as a larger fish eats up the fish they returned to the water

**FRAMEWORK DEVELOPED BY RESEARCHER FOR NARRATIVE WITH
PICTURES USED AT REASSESSMENT FOLLOWING INTERVAL.**

SETTING (2 frames)

a man and a boy in bed

man coming in with gun

DEVELOPMENT (2 frames)

man who came in starts shooting

man from bed gets out of bed and shoots at man who has just entered

boy crawls on floor

whilst men shoot at each other (key)

boy puts drawing pin on floor (key)

COMPLICATION (2 frames)

man who came in room shooting steps on drawing pin

he falls over, dropping his gun

RESOLUTION (2 frames)

man from bed ties up man who came in

whilst boy looks at drawing pin

MARTIN

NARRATIVE WITH PICTURE NOT AVAILABLE

BASELINE

in this story there's a man planting a tree

when he's finished planting it he goes back in through a doorway into a house

a few minutes later he comes out and he finds a man and a boy

messing about with the tree

there's an argument

the man shouts and waves his wrist

one of the men lifts the tree up from its roots

and the other man gets pushed away

MARTIN

NARRATIVE WITH PICTURE NOT AVAILABLE

BASELINE

SETTING (1 out of 1)

in this story there's a man planting a tree

DEVELOPMENT (1 ½ out of 2) (+ 1 different interpretation of picture)

when he's finished planting it he goes back in through a doorway into a house

a few minutes later he comes out and he finds a man and a boy

messing about with the tree

COMPLICATION (1/2 out of 4)

there's an argument

the man shouts and waves his wrist (which man)

RESOLUTION (1 out of 6) (+ 1 different interpretation of picture)

one of the men lifts the tree up from its roots (which man?)

and the other man gets pushed away

MICHAEL

NARRATIVE WITH PICTURES NOT AVAILABLE

BASELINE

I would say there is a man Mr Myers in the garden

and he's found a tree

and he's gong to plant it in his garden

now he gets a spade from the shed

he digs a hole

puts the tree in with all the roots

covers the roots with earth

and then all of a sudden his next door neighbour Mr French comes over

looking very angry indeed

and he goes up to Mr Myers

and he says to him what do you think you're doing with my tree

Mr Myers said but I found the tree in my garden

and he said yes

my boy laid it in your garden for a few minutes

now we want the tree back

and Mr Myers said well I've planted it now

Mr French is getting very angry

and he's threatening to hit Mr Myers over this tree

now Mr Myers is a kind man normally

but he's been getting very upset

Mr French is getting very very angry
now Mr Myers has said for G-d's sake it's only a tree

there's nothing to get worked up about

and Mr French's little boy is getting frightened about his dad getting so angry
and he's hiding behind Mr Myers

now in the finish Mr Myers is getting angry
and Mr French is starting to get worried

and what happens is Mr Myers grabs hold of the tree with one hand
he wrenches the tree with all its roots out of the ground
and he's about to throw it at Mr French

and Mr French suddenly he's getting very worried
and he turns around and makes a run for it
and runs for his garden gate
and his little boy follows him
and they both go into their garden
and Mr Myers decides well I am going to plant the tree again
and he digs another hole
plants the tree

and later on Mr Myers and Mr French they talk about how silly their argument was
and they leave the tree where it is

MICHAEL

NARRATIVE WITH PICTURES NOT AVAILABLE

BASELINE

SETTING (1 out of 1) (+ 6 additional ideas) (+ 1 idea not in the pictures)

I would say there is a man Mr Myers in the garden

and he's found a tree

and he's gong to plant it in his garden

now he gets a spade from the shed

he digs a hole

puts the tree in with all the roots

covers the roots with earth

DEVELOPMENT (1/2 out of 2)

and then all of a sudden his next door neighbour Mr French comes over

looking very angry indeed

COMPLICATION (2 out of 4) (+ 16 additional ideas)

and he goes up to Mr Myers

and he says to him what do you think you're doing with my tree

Mr Myers said but I found the tree in my garden

and he said yes

my boy laid it in your garden for a few minutes

now we want the tree back

and Mr Myers said well I've planted it now

Mr French is getting very angry

and he's threatening to hit Mr Myers over this tree

now Mr Myers is a kind man normally

but he's been getting very upset

Mr French is getting very very angry

now Mr Myers has said for G-d's sake it's only a tree

there's nothing to get worked up about

and Mr French's little boy is getting frightened about his dad getting so angry

and he's hiding behind Mr Myers

now in the finish Mr Myers is getting angry

and Mr French is starting to get worried

RESOLUTION (2 out of 6) (+ 11 additional ideas) (+ 7 ideas not in the pictures)

and what happens is Mr Myers grabs hold of the tree with one hand

he wrenches the tree with all its roots out of the ground

and he's about to throw it at Mr French

and Mr French suddenly he's getting very worried

and he turns around and makes a run for it

and runs for his garden gate

and his little boy follows him

and they both go into their garden

and Mr Myers decides well I am going to plant the tree again

and he digs another hole

plants the tree

and later on Mr Myers and Mr French they talk about how silly their argument was

and they leave the tree where it is

MARTIN

NARRATIVES WITH PICTURES NOT VISIBLE (OUTCOME)

in the six pictures there's three characters

one's planting a tree

the other one's going to a house having planted the tree

there's a a tall man chasing a little boy

he's now waving his fist at the old man

the old man's holding on to the tree

the old man uproots the tree

and the tall man's running away

with the old man with the tree in his hand

MARTIN

NARRATIVES WITH PICTURES NOT VISIBLE (OUTCOME)

SETTING (1 out of 1)

in the six pictures there's three characters

one's planting a tree

DEVELOPMENT (2 out of 3) (omission due to not recognising same individual)

the other one's going to a house having planted the tree

there's a a tall man chasing a little boy

COMPLICATION (2 out of 4) (omission = the boy (not central to plot))

he's now waving his fist at the old man

the old man's holding on to the tree

RESOLUTION (3 out of 6) (omission = men's views, and boy laughing)

the old man uproots the tree

and the tall man's running away

with the old man with the tree in his hand

MARTIN

NARRATIVES WITH PICTURES NOT VISIBLE (OUTCOME)

in the in the first picture there are two people a boy and a man

the man has a net

and there's a fish in it

in the second picture the man and boy are walking away

the man's holding a bucket

and the little boy's looking into it

the old man ha the old man has the fish on the table with a knife

the little boy starts crying

and it's a lovely sunny day

the man tosses the fish back in the river

and there's a larger fish come along and ate him

MARTIN

NARRATIVES WITH PICTURES NOT VISIBLE (OUTCOME)

SETTING (3 out of 3)

in the in the first picture there are two people a boy and a man

the man has a net

and there's a fish in it

DEVELOPMENT (2 out of 2)

in the second picture the man and boy are walking away

the man's holding a bucket

and the little boy's looking into it

COMPLICATION (2 out of 2)

the old man ha the old man has the fish on the table with a knife

the little boy starts crying

RESOLUTION (2 1/2 out of 4) (implicit return to water, and omission = emotion)

and it's a lovely sunny day

the man tosses the fish back in the river

and there's a larger fish come along and ate him

MICHAEL

NARRATIVES WITH PICTURES NOT VISIBLE (OUTCOME)

OK

right

there's this man Mr Myers

he's found a tree against his hedge

now he's decided he would like to put it in his garden

so he goes to the house

gets a trowel out

and puts the tree into the garden

and he's feeling happy

now Mr Hughes who actually found the tree and laid it against the hedge is hopping mad

he sees that Mr Myers is planting a tree in his garden

and Mr Hughes isn't very pleased at all

he's got his little boy with him who's

who's also looking upset

Mr Myers doesn't know what the fuss is all about

but Mr Hughes is getting really angry

and he's deciding whether or not he's going to hit Mr Myers

now Mr Myers is a lot older

he's in his early sixties

and Mr Hughes is about fifty five

and he's a lot bigger

and he's threatening Mr Myers

and Mr Myers says well if you want the tree so badly you can have it

and with one hand he wrenches the tree out of the ground

and Mr Hughes looks he looks really puzzled and surprised at the strength Mr Myers has got

and hey instead of standing there and taking the tree from Mr Myers he decides to run away

leaving his little boy behind with Mr Myers

but Mr Myers calls Mr Hughes back

and says well if you're so desperate for the tree you can have it

but Mr Hughes says there's no hard feelings

I am sorry

you can keep the tree

and they part good friends

MICHAEL

NARRATIVES WITH PICTURES NOT VISIBLE (OUTCOME)

SETTING

he's found a tree against his hedge

now he's decided he would like to put it in his garden

DEVELOPMENT

so he goes to the house

gets a trowel out

and puts the tree into the garden

and he's feeling happy

now Mr Hughes who actually found the tree and laid it against the hedge is hopping mad

he sees that Mr Myers is planting a tree in his garden

and Mr Hughes isn't very pleased at all

he's got his little boy with him who's

who's also looking upset

Mr Myers doesn't know what the fuss is all about

but Mr Hughes is getting really angry

and he's deciding whether or not he's going to hit Mr Myers

now Mr Myers is a lot older

he's in his early sixties

and Mr Hughes is about fifty five

and he's a lot bigger

COMPLICATION

and he's threatening Mr Myers

and Mr Myers says well if you want the tree so badly you can have it

and with one hand he wrenches the tree out of the ground

RESOLUTION

and Mr Hughes looks he looks really puzzled and surprised at the strength Mr Myers has got

and hey instead of standing there and taking the tree from Mr Myers he decides to run away

leaving his little boy behind with Mr Myers

but Mr Myers calls Mr Hughes back

and says well if you're so desperate for the tree you can have it

but Mr Hughes says there's no hard feelings

I am sorry

you can keep the tree

and they part good friends

MICHAEL

NARRATIVES WITH PICTURES NOT VISIBLE (OUTCOME)

OK right

well there's this man Mr Myers

and he's got his little boy with him

he's taking him fishing down to the stream

now they've got a bucket and a landing net with them

he puts the net into the stream

lo and behold with the first cast in they've got a fish

and the little boy is so pleased

Mr Myers empties the fish into his bucket

and they both go strolling off home together

now Mr Myers wants to eat the fish

and he's got a knife out

and he takes the fish out of the bucket

and lays it on his table

but the little boy is in tears over this

he doesn't want the fish to be killed

and Mr Myers sees he's upsetting the boy

and he says OK we'll return the fish to the water

so off they go again

it's a bright sunny day

and they both go walking back down to the stream

to the river bank

and Mr Myers grabs hold of the bucket

and empties the fish into the stream

but unfortunately there's a predator in the water a pike that are very common to our waters

and they eat a lot of little fish

and the little boy watches dreadfully upset as the pike eats the little fish

and Mr Myers is not so much upset but angry

but there's absolutely nothing he can do about it

and afterwards they both go home

and they're both very unhappy about what happened

MICHAEL

NARRATIVES WITH PICTURES NOT VISIBLE (OUTCOME)

SETTING

well there's this man Mr Myers

and he's got his little boy with him

he's taking him fishing down to the stream

now they've got a bucket and a landing net with them

he puts the net into the stream

lo and behold with the first cast in they've got a fish

and the little boy is so pleased

DEVELOPMENT

Mr Myers empties the fish into his bucket

and they both go strolling off home together

COMPLICATION

now Mr Myers wants to eat the fish

and he's got a knife out

and he takes the fish out of the bucket

and lays it on his table

but the little boy is in tears over this

he doesn't want the fish to be killed

RESOLUTION

and Mr Myers sees he's upsetting the boy

and he says OK we'll return the fish to the water

so off they go again

it's a bright sunny day

and they both go walking back down to the stream

to the river bank

and Mr Myers grabs hold of the bucket

and empties the fish into the stream

but unfortunately there's a predator in the water a pike that are very common to our waters

and they eat a lot of little fish

and the little boy watches dreadfully upset as the pike eats the little fish

and Mr Myers is not so much upset but angry

but there's absolutely nothing he can do about it

and afterwards they both go home

and they're both very unhappy about what happened

MARTIN

NARRATIVE WITHOUT PICTURES VISIBLE

REASSESSMENT AT INTERVAL FOLLOWING THE END OF THERAPY

in the first of these six pictures you see a man a child digging a hole to put a tree in

he goes straight through a door

he comes back out

and stands near a tree

there's a big man and a child running towards him

the child's hiding behind the man planting the tree

and the big man is shouting at him

the man who planted the tree gets cross

and frightens the big man

the man who planted the tree lifts it up into both of his hands

and he looks like he's about to throw it

the child didn't know what was happening now

and the men went off on their way

MARTIN

NARRATIVE WITHOUT PICTURES VISIBLE

REASSESSMENT AT INTERVAL FOLLOWING THE END OF THERAPY

SETTING

in the first of these six pictures you see a man a child digging a hole to put a tree in

DEVELOPMENT

he goes straight through a door

he comes back out

and stands near a tree

there's a big man and a child running towards him

COMPLICATION

the child's hiding behind the man planting the tree

and the big man is shouting at him

RESOLUTION

the man who planted the tree gets cross

and frightens the big man

the man who planted the tree lifts it up into both of his hands

and he looks like he's about to throw it

the child didn't know what was happening now

and the men went off on their way

MARTIN

NARRATIVE WITHOUT PICTURES VISIBLE

REASSESSMENT AT INTERVAL FOLLOWING THE END OF THERAPY

the first picture out of the six of them

shows a man who has got a fish in the net

with the little boy looking on

the man is walking away with the net

and the boy is looking at the fish

they're at home

and on the table the old man's going to start cutting the fish up

the little boy starts crying

the old man and the boy look happy with their heads in the sky

their heads in the clouds

the sun's shining

the old man tips the fish back into the river

there's something bigger a bigger fish comes along and eats it

MARTIN

NARRATIVE WITHOUT PICTURES VISIBLE

REASSESSMENT AT INTERVAL FOLLOWING THE END OF THERAPY

SETTING

the first picture out of the six of them
shows a man who has got a fish in the net
with the little boy looking on

DEVELOPMENT

the man is walking away with the net
and the boy is looking at the fish

COMPLICATION

they're at home
and on the table the old man's going to start cutting the fish up
the little boy starts crying

RESOLUTION

the old man and the boy look happy with their heads in the sky
their heads in the clouds
the sun's shining
the old man tips the fish back into the river
there's something bigger a bigger fish comes along and eats it

MARTIN

NARRATIVE WITHOUT PICTURES VISIBLE

REASSESSMENT AT INTERVAL FOLLOWING THE END OF THERAPY

Ehm in the first of the six pictures is two people
the man and the boy seem to be in bed in the room
and an outlaw bursts in with a gun
they shoot at each other
they are hot both together
the outlaw fires his gun into the clouds
and then the moment they've done all the shooting
a pin stuck in his heel
and he screamed
and the little boy then carried the outlaw tied up

MARTIN

NARRATIVE WITHOUT PICTURES VISIBLE

REASSESSMENT AT INTERVAL FOLLOWING THE END OF THERAPY

SETTING (2 out of 2)

Ehm in the first of the six pictures is two people
the man and the boy seem to be in bed in the room
and an outlaw bursts in with a gun

DEVELOPMENT (1 out of 2) (omission= child dropping drawing pin)

they shoot at each other (Additional detail includes the outlaw fires his gun *into the clouds*)
they are hot both together
the outlaw fires his gun into the clouds

COMPLICATION (2 out of 2)

and then the moment they've done all the shooting
a pin stuck in his heel
and he screamed

RESOLUTION (1 ½ out of 2) (unlikely interpretation of picture in light of world knowledge)

and the little boy then carried the outlaw tied up

MICHAEL

NARRATIVES WITH PICTURES NOT VISIBLE (OUTCOME)

OK

right

there's this man Mr Myers

he's found a tree against his hedge

now he's decided he would like to put it in his garden

so he goes to the house

gets a trowel out

and puts the tree into the garden

and he's feeling happy

now Mr Hughes who actually found the tree and laid it against the hedge is hopping mad

he sees that Mr Myers is planting a tree in his garden

and Mr Hughes isn't very pleased at all

he's got his little boy with him who's

who's also looking upset

Mr Myers doesn't know what the fuss is all about

but Mr Hughes is getting really angry

and he's deciding whether or not he's going to hit Mr Myers

now Mr Myers is a lot older

he's in his early sixties

and Mr Hughes is about fifty five

and he's a lot bigger

and he's threatening Mr Myers

and Mr Myers says well if you want the tree so badly you can have it

and with one hand he wrenches the tree out of the ground

and Mr Hughes looks he looks really puzzled and surprised at the strength Mr Myers has got

and hey instead of standing there and taking the tree from Mr Myers he decides to run away

leaving his little boy behind with Mr Myers

but Mr Myers calls Mr Hughes back

and says well if you're so desperate for the tree you can have it

but Mr Hughes says there's no hard feelings

I am sorry

you can keep the tree

and they part good friends

MICHAEL

NARRATIVES WITH PICTURES NOT VISIBLE (OUTCOME)

SETTING

(1/1 frame)

DEVELOPMENT

(different frames)

COMPLICATION

RESOLUTION

OK right

well there's this man Mr Myers

and he's got his little boy with him

he's taking him fishing down to the stream

now they've got a bucket and a landing net with them

he puts the net into the stream

lo and behold with the first cast in they've got a fish

and the little boy is so pleased

Mr Myers empties the fish into his bucket

and they both go strolling off home together

now Mr Myers wants to eat the fish

and he's got a knife out

and he takes the fish out of the bucket

and lays it on his table

but the little boy is in tears over this

he doesn't want the fish to be killed

and Mr Myers sees he's upsetting the boy

and he says OK we'll return the fish to the water

so off they go again

it's a bright sunny day

and they both go walking back down to the stream

to the river bank

and Mr Myers grabs hold of the bucket
and empties the fish into the stream

but unfortunately there's a predator in the water a pike that are very common to our waters

and they eat a lot of little fish

and the little boy watches dreadfully upset as the pike eats the little fish

and Mr Myers is not so much upset but angry

but there's absolutely nothing he can do about it

and afterwards they both go home

and they're both very unhappy about what happened

SETTING

DEVELOPMENT

COMPLICATION

RESOLUTION

MICHAEL

NARRATIVES WITHOUT PICTURES VISIBLE

REASSESSMENT AT INTERVAL FOLLOWING THERAPY

Mr Reed has found a tree in his garden

Mr Myers rather

he's decided to plant it

so he's dug a hole

put the tree in it

put the earth around it

and he's feeling pleased with himself

now all of a sudden Mr Reed the next door neighbour comes running into the garden

and Mr Myers says to him what's wrong

and Mr Reed says you've got my tree

I only laid it against your fence

and Mr Myers said well how was I to know

and Mr Reed says give me that tree or I'll punch you in the face

and Mr Myers

who's a lot smaller

is gradually getting more and more angry

and he's pulled the tree out of the ground

and he's about to throw it at Mr Reed

and Mr Reed is quickly ran off

and his son is about to follow him

leaving Mr Reed to plant the tree again in his garden

MICHAEL

NARRATIVE WITHOUT PICTURES VISIBLE

REASSESSMENT AT INTERVAL FOLLOWING THE END OF THERAPY

SETTING

Mr Reed has found a tree in his garden

Mr Myers rather

he's decided to plant it

so he's dug a hole

put the tree in it

put the earth around it

and he's feeling pleased with hisself

DEVELOPMENT

now all of a sudden Mr Reed the next door neighbour comes running into the garden

COMPLICATION

and Mr Myers says to him what's wrong

and Mr Reed says you've got my tree

I only laid it against your fence

and Mr Myers said well how was I to know

and Mr Reed says give me that tree or I'll punch you in the face

RESOLUTION

and Mr Myers

who's a lot smaller

is gradually getting more and more angry

and he's pulled the tree out of the ground

and he's about to throw it at Mr Reed

and Mr Reed is quickly ran off

and his son is about to follow him

leaving Mr Reed to plant the tree again in his garden

MICHAEL

NARRATIVE WITHOUT PICTURES VISIBLE

REASSESSMENT AT INTERVAL FOLLOWING THE END OF THERAPY

Mr Myers has taken his son John to the local stream

and they've got a big net and a bucket

Mr Myers has caught a fish in the net

and John's very excited about it

they go off home together with the fish in the bucket

and Mr Reed is going to chop the fish's head off

now John doesn't like this

and he's started crying

and Mr Myers says oh we'll put the fish back I think

so they go back to the stream

and Mr Myers grabs the bucket

and throws the fish back into the stream

but unfortunately there's a small pike in there

and it eats the fish

and Mr Myers is angry

and the little boy is upset

but there's just nothing they can do about it

the pike's ate the fish

MICHAEL

NARRATIVE WITHOUT PICTURES VISIBLE

REASSESSMENT AT INTERVAL FOLLOWING THE END OF THERAPY

SETTING

Mr Myers has taken his son John to the local stream

and they've got a big net and a bucket

Mr Myers has caught a fish in the net

and John's very excited about it

DEVELOPMENT

they go off home together with the fish in the bucket

COMPLICATION

and Mr Reed is going to chop the fish's head off

now John doesn't like this

and he's started crying

and Mr Myers says oh we'll put the fish back I think

RESOLUTION

so they go back to the stream

and Mr Myers grabs the bucket

and throws the fish back into the stream

but unfortunately there's a small pike in there

and it eats the fish

and Mr Myers is angry

and the little boy is upset

but there's just nothing they can do about it

the pike's ate the fish

MICHAEL

NARRATIVE WITHOUT PICTURES VISIBLE

REASSESSMENT AT INTERVAL FOLLOWING THE END OF THERAPY

OK

Mr Myers is in bed with his son

they've both got separate beds

and then suddenly the door bursts open

and there's a robber in the doorway

and he's got a pistol

but what the robber doesn't know is

that Mr Myers is a member of the local gun club

and owns a legal gun

and he always keeps it loaded in case something like this should happen

they're both firing at each other at the same time

but they fortunately they're missing

and Mr Myers is getting closer to the robber

who's who's starting to come forward now

but the little boy has decided on a little trick of his own

and he's thrown a nail a rusty nail on the floor

now Mr Myers runs behind the bed again

the robber goes chasing into the bedroom

and what he doesn't notice is the rusty nail on the floor

and the first step he makes right onto the nail

and he jumps up he takes off into the air in agony

he drops the gun

Mr Myers quickly gets some string from the kitchen

and completely ties the robber up

he's till got the rusty nail in his foot

and Mr Myers goes and rings for the police

and the robber's arrested

MICHAEL

NARRATIVE WITHOUT PICTURES VISIBLE

REASSESSMENT AT INTERVAL FOLLOWING THE END OF THERAPY

SETTING (2 out of 2)

Mr Myers is in bed with his son
they've both got separate beds
and then suddenly the door bursts open
and there's a robber in the doorway
and he's got a pistol

DEVELOPMENT (2 out of 2) (+8 additional details) (all additional details relevant elaborations)

but what the robber doesn't know is
that Mr Myers is a member of the local gun club
and owns a legal gun
and he always keeps it loaded in case something like this should happen
they're both firing at each other at the same time
but they fortunately they're missing
and Mr Myers is getting closer to the robber
who's who's starting to come forward now
but the little boy has decided on a little trick of his own
and he's thrown a nail a rusty nail on the floor

COMPLICATION (2 out of 2) (+ 2 additional details) (all additional details relevant elaborations) the robber goes chasing into the bedroom

and what he doesn't notice is the rusty nail on the floor

and the first step he makes right onto the nail

and he jumps up he takes off into the air in agony

he drops the gun

RESOLUTION (1 1/2 out of 2) (+ 3 additional details, 1=relevant detail, 2= additions

Not included in pictures)

Mr Myers quickly gets some string from the kitchen

and completely ties the robber up

he's till got the rusty nail in his foot

and Mr Myers goes and rings for the police

and the robber's arrested

KEY/ESSENTIAL FRAMES FOR NARRATIVE WITHOUT PICTURES

FONT 1 100% YES
FONT 2 80% YES
font 3 60% YES
font 4 40% YES
font 5 20% YES

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
<i>man in garden area</i>	YES	YES	no	no	no
beautiful day...	no	no	no	no	YES
MAN PLANTING TREE	YES	YES	YES	YES	YES
DETAILS OF PLANTING	YES	YES	YES	YES	YES
GOING INTO BUILDING	YES	YES	YES	YES	YES
<i>mention of shovel</i>	YES	YES	YES	no	no
COMING OUT OF BUILDING/TURNING	YES	YES	YES	YES	YES
child racing towards man/building	YES	no	no	no	no
CHILD FOLLOWED BY MAN	YES	YES	YES	YES	YES
ANGRY/LARGE/UNPLEASANT MAN	YES	YES	YES	no	YES
MAN HOLDING ONTO TREE	YES	no	YES	YES	YES
CHILD HIDING BEHIND MAN	YES	YES	YES	YES	YES
ARGUMENT BETWEEN MEN	YES	YES	YES	YES	no
MAN PULLS TREE OUT OF GROUND	YES	YES	YES	YES	YES
<i>mention of appearance of strength/ease of action (explicit)</i>	no	YES	no	no	YES
<i>threatens man with tree</i>	YES	no	no	YES	YES
<i>child still hiding behind man</i>	YES	no	YES	no	no
MAN RUNS AWAY	YES	YES	YES	YES	YES
child emotions	no	no	YES	no	no

CONSIDERING ESSENTIAL FRAMES AS THOSE INCLUDED BY 80% OR MORE
OF SUBJECTS:

subject 1: 11/11
subject 2: 10/11
subject 3: 11/11
subject 4: 10/11
subject 5: 10/11

range 10-11
median 10 or 11
mean 10.4

CONSIDERING ESSENTIAL FRAMES AS THOSE INCLUDED BY 60% OR MORE
OF SUBJECTS:

subject 1: 13/13
subject 2: 11/13
subject 3: 12/13
subject 4: 11/13
subject 5: 11/13

range 11-13
median 12
mean 11.6

CONSIDERING NON-ESSENTIAL FRAMES AS THOSE INCLUDED BY 40% OR
LESS OF SUBJECTS:

subject 1: 3/6
subject 2: 2/6
subject 3: 2/6
subject 4: 0/6
subject 5: 2/6

range 0-3
median 2
mean 1.8

CONSIDERING NON-ESSENTIAL FRAMES AS THOSE INCLUDED BY 20% OR
LESS OF SUBJECTS:

subject 1: 1/3
subject 2: 0/3
subject 3: 1/3
subject 4: 0/3
subject 5: 1/3

range 0-3
median 1
mean 0.6

KEY/ESSENTIAL FRAMES FOR NARRATIVE WITHOUT PICTURES VISIBLE

FONT 1 100% YES
FONT 2 80% YES
font 3 60% YES
font 4 40% YES
font 5 20% YES

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
river/stream	YES	no	no	no	no
MAN GOING FISHING	YES	YES	YES	YES	YES
CHILD PRESENT	YES	YES	YES	YES	YES
FISHING NET	YES	YES	no	YES	YES
FISH	YES	YES	YES	YES	YES
HAPPY/PROUD	YES	YES	YES	no	YES
<i>child look in bucket</i>	YES	no	YES	YES	no
GO BACK TO HOUSE	YES	YES	YES	YES	YES
DETAILS ABOUT CUTTING FISH	YES	YES	YES	YES	YES
READY TO CUT FISH	YES	YES	YES	YES	YES
CHILD'S RESPONSE	YES	YES	YES	no	YES
RETURNING TO RIVER/WITH FISH	YES	YES	YES	YES	YES
hot day	YES	no	no	no	no
RESPONSE TO RETURNING	YES	YES	YES	no	YES
RETURN FISH TO WATER	YES	YES	YES	YES	YES

LARGER FISH EATS SMALL FISH	YES	YES	YES	YES	YES
RESPONSE TO FISH BEING EATEN	YES	YES	YES	YES	YES
fish's emotional response	no	no	no	no	YES

FRAMES INCLUDED OF THOSE INCLUDED BY 80% OR MORE OF SUBJECTS:

subject 1: 14/14
subject 2: 14/14
subject 3: 13/14
subject 4: 11/14
subject 5: 14/14

FRAMES INCLUDED OF THOSE INCLUDED BY 60% OR MORE OF SUBJECTS:

subject 1: 15/15
subject 2: 14/15
subject 3: 14/15
subject 4: 12/15
subject 5: 14/15

FRAMES INCLUDED OF THOSE INCLUDED BY 40% OR FEWER SUBJECTS:

(all of these included by only 20% of subjects)
subject 1: 2/3
subject 2: 0/3
subject 3: 1/3
subject 4: 0/3
subject 5: 1/3

FRAMES INCLUDED OF THOSE INCLUDED BY 20% OR FEWER SUBJECTS:

subject 1: 2/3
subject 2: 0/3
subject 3: 1/3
subject 4: 0/3
subject 5: 1/3

NARRATIVE WITHOUT PICTURES VISIBLE

FONT 1 100% yes
FONT 2 80% yes
font 3 60% yes
font 4 40% yes
font 5 20% yes

	Subject 1	Subject 2	Subject 3	subject 4	Subject 5
ROBBER	YES	YES	YES	YES	YES
DESCRIPTION OF ROBBER	YES	YES	YES	YES	no
<i>key</i>	no	no	YES	YES	no
TWO INDIVIDUALS	YES	YES	YES	YES	YES
night	no	YES	no	no	no
SHOOTOUT	YES	YES	YES	YES	YES
rationale for gun ready	no	no	no	no	YES
CHILD HIDING	YES	YES	YES	YES	no
SHOOTOUT MOVES	YES	YES	YES	YES	YES
CHILD THROWS OBJECT	YES	YES	YES	YES	YES
rationale for throwing object	no	YES	no	no	no
ROBBER STEPS ON OBJECT	YES	YES	YES	YES	YES
no shoes on	no	YES	no	no	no
<i>rationale for chase</i>	no	YES	no	no	YES
ROBBER RESPONDS TO STEPPING ON..	YES	YES	YES	YES	YES
ROBBER DROPS GUN	YES	no	YES	YES	YES
<i>robber lying down with object in foot</i>	YES	no	YES	no	YES
ROBBER TIED UP BY ADULT	YES	YES	YES	YES	YES
child emotion	YES	no	no	no	no
parent emotion	YES	no	no	no	no
<i>child present</i>	YES	no	YES	no	YES

CONSIDERING ESSENTIAL FRAMES AS THOSE INCLUDED BY 80% OR MORE OF SUBJECTS:

subject 1: 11/11
subject 2: 10/11
subject 3: 11/11
subject 4: 11/11
subject 5: 9/11

range 9-11
median 10
mean 10.4

CONSIDERING ESSENTIAL FRAMES AS THOSE INCLUDED BY 60% OR MORE OF SUBJECTS:

subject 1: 13/13
subject 2: 10/13
subject 3: 13/13
subject 4: 11/13
subject 5: 11/13

range 10-13
median 11
mean 11.6

CONSIDERING NON-ESSENTIAL FRAMES AS THOSE INCLUDED BY 40% OR LESS OF SUBJECTS:

subject 1: 2/8
subject 2: 4/8
subject 3: 1/8
subject 4: 1/8
subject 5: 2/8

range 1-4
median 2
mean 2

CONSIDERING NON-ESSENTIAL FRAMES AS THOSE INCLUDED BY 20% OR LESS OF SUBJECTS:

subject 1: 2/6
subject 2: 3/6
subject 3: 0/6

subject 4: 0/6
subject 5: 1/6

range 0-3
median 1 / 2
mean 1.2

KEY/ESSENTIAL FRAMES FOR NARRATIVE WITHOUT PICTURES
(baseline)

% NURSING STAFF PRODUCING FRAME

FONT 1 100% YES
FONT 2 80% YES
font 3 60% YES
font 4 40% YES
font 5 20% YES

	Subject 1Martin	Subject 2 Michael
<i>man in garden area</i>	no	YES
beautiful day...	no	no
MAN PLANTING TREE	YES	YES
DETAILS OF PLANTING	no	YES
GOING INTO BUILDING	YES	no
<i>mention of shovel</i>	no	YES
COMING OUT OF BUILDING/TURNING	YES	no
child racing towards man/building	no	no
CHILD FOLLOWED BY MAN	no	no
ANGRY/LARGE/UNPLEASANT MAN	YES	YES
MAN HOLDING ONTO TREE	no	no
CHILD HIDING BEHIND MAN	no	YES
ARGUMENT BETWEEN MEN	1/2	YES
(Detailed story of argument between men)	no	YES
MAN PULLS TREE OUT OF GROUND	YES	YES

<i>mention of appearance of strength/ease of action (explicit)</i>	no	no
<i>threatens man with tree</i>	no	YES
<i>child still hiding behind man</i>	no	no
MAN RUNS AWAY	no	YES
child emotions	no	no
(Other man gets pushed away)	YES	no
(Additional story following end picture)	no	YES

Martin included 5 ½ of those frames included by 80% or more of subjects, compared with a range of 10-11, median of 10 or 11 and mean of 10.4 amongst controls.

Martin included 5 ½ of those frames included by 60% or more of subjects, compared with a range of 11-13, median of 12 and mean of 11.6.

Martin included none of the frames included by 40% or fewer of the nursing staff, as compared with their range of 0-3, median of 2, and mean of 1.8. He did, however, suggest that one of the men was pushed away, when this was not suggested by any of the other subjects.

Michael included 7 of those frames included by 80% or more of subjects, compared with a range of 10-11, median of 10 or 11 and mean of 10.4 amongst controls.

Michael included 9 of those frames included by 60% or more of subjects, compared with a range of 11-13, median of 12 and mean of 11.6.

Michael included one of the frames included by 40% or fewer of the nursing staff, as compared with their range of 0-3, median of 2, and mean of 1.8.

Michael included one of the frames included by 20% of the nursing staff, as compared with a range of 0-3, median of 1, and mean of 0.6, where 20% is equivalent to the inclusion of these frames by one of the nursing staff. However, Michael did include details of the argument between the men and of an additional event at the end of the story, both of which were not included by any of the nursing staff.

**KEY/ESSENTIAL FRAMES FOR NARRATIVE WITHOUT PICTURES VISIBLE
(outcome)**

FONT 1 100% YES
FONT 2 80% YES
font 3 60% YES
font 4 40% YES
font 5 20% YES

	Subject 1Martin	Subject 2 Michael
river/stream	no	YES
MAN GOING FISHING	YES	YES
CHILD PRESENT	YES	YES
FISHING NET	YES	YES
FISH	YES	YES
HAPPY/PROUD	no	YES
<i>child look in bucket</i>	YES	no
GO BACK TO HOUSE	YES	YES
DETAILS ABOUT CUTTING FISH	YES	YES
READY TO CUT FISH	YES	YES
CHILD'S RESPONSE	YES	YES
RETURNING TO RIVER/WITH FISH	no	YES
hot day	YES	YES
RESPONSE TO	no	no
RETURN FISH TO WATER	YES	YES

LARGER FISH EATS SMALL FISH	YES	YES
RESPONSE TO FISH BEING EATEN	no	YES
fish's emotional response	no	no

Martin included 10 frames of those included by 80% or more of control subjects, as compared with their range of 11-14, median of 13, and mean of 13.2

Martin included 11 frames of those included by 60% or more of control subjects, as compared with their range of 12-15, median of 14, and mean of 13.8

Martin included one of those frames included by 40% or fewer subjects, as compared with their range of 0-3, median of 1, and mean of 0.8.

Martin included one of those frames included by 20% or fewer subjects, as compared with their range of 0-3, median of 1, and mean of 0.8.

Michael included 13 of those frames included by 80% or more of control subjects, as compared with their range of 11-14, median of 13, and mean of 13.2

Michael included 13 frames of those included by 60% or more of control subjects, as compared with their range of 12-15, median of 14, and mean of 13.8.

Michael included two of those frames included by 40% or fewer subjects, as compared with their range of 0-3, median of 1, and mean of 0.8.

Michael included two of those frames included by 20% or fewer subjects, as compared with their range of 0-3, median of 1, and mean of 0.8.

**KEY/ESSENTIAL FRAMES FOR NARRATIVE WITHOUT PICTURES VISIBLE
(reassessment)**

FONT 1 100% YES
FONT 2 80% YES
font 3 60% YES
font 4 40% YES
font 5 20% YES

	Subject 1Martin	Subject 2 Michael
river/stream	no	YES
MAN GOING FISHING	YES	YES
CHILD PRESENT	YES	YES
FISHING NET	YES	YES
FISH	YES	YES
HAPPY/PROUD	no	YES
<i>child look in bucket</i>	YES	no
GO BACK TO HOUSE	YES	YES
DETAILS ABOUT CUTTING FISH	YES	no
READY TO CUT FISH	YES	YES
CHILD'S RESPONSE	YES	YES
RETURNING TO RIVER/WITH FISH	½	YES
hot day	YES	no
RESPONSE TO	YES	no
RETURN FISH TO WATER	YES	YES

LARGER FISH EATS SMALL FISH	YES	YES
RESPONSE TO FISH BEING EATEN	no	YES
fish's emotional response	no	no

At reassessment Martin included 11 1/2 frames of those included by 80% or more of control subjects, as compared with 10 frames at the completion of therapy, and a range of 11-14, median of 13, and mean of 13.2 among control subjects.

At reassessment, Martin included 12 1/2 frames of those included by 60% or more of control subjects, as compared with 11 at the completion of therapy, and a range of 12-15, median of 14, and mean of 13.8 among control subjects.

At reassessment, as at the end of therapy, Martin included one of those frames included by 40% or fewer subjects, as compared with their range of 0-3, median of 1, and mean of 0.8.

At reassessment, as at the end of therapy, Martin included one of those frames included by 20% or fewer subjects, as compared with their range of 0-3, median of 1, and mean of 0.8.

At reassessment, Michael included 12 of those frames included by 80% or more of control subjects, as compared with 13 at the end of therapy and a range of 11-14, median of 13, and mean of 13.2 among controls.

Michael included 13 frames of those included by 60% or more of control subjects, as compared with their range of 12-15, median of 14, and mean of 13.8.

Michael included two of those frames included by 40% or fewer subjects, as compared with their range of 0-3, median of 1, and mean of 0.8.

Michael included two of those frames included by 20% or fewer subjects, as compared with their range of 0-3, median of 1, and mean of 0.8.

COMPARISON OF SCHIZOPHRENIC SUBJECTS WITH KEY FRAMES
NARRATIVE WITHOUT PICTURES VISIBLE (REASSESSMENT ONLY)

FONT 1 100% yes
FONT 2 80% yes
font 3 60% yes
font 4 40% yes
font 5 20% yes

	SUBJECT 1 MARTIN	SUBJECT 2
MICHAEL		
ROBBER	YES	YES
DESCRIPTION OF ROBBER	YES	YES
<i>key</i>	no	no
TWO INDIVIDUALS	YES	YES
night	no	no
SHOOTOUT	YES	YES
rationale for gun ready	no	YES
CHILD HIDING	no	YES
SHOOTOUT MOVES	no	YES
CHILD THROWS OBJECT	no	YES
rationale for throwing object	no	YES
ROBBER STEPS ON OBJECT	YES	YES
no shoes on	no	no
<i>rationale for chase</i>	no	no
ROBBER RESPONDS TO STEPPING ON ..	YES	YES
ROBBER DROPS GUN	no	YES

<i>robber lying down with object in foot</i>	1/2	YES
ROBBER TIED UP BY ADULT	1/2	YES
child emotion	no	no
parent emotion	no	no
<i>child present</i>	YES	no
(Additional story) arrested	no	Rings the police And robber's

Considering essential frames as those included by 80% or more of subjects, Martin included 6 1/2 essential frames as compared with a range of 9-11, median of 10 and mean of 10.4 among nursing staff.

Considering essential frames as those included by 60% or more of subjects, Martin included 9 essential frames as compared with a range of 10-13, median of 11, and mean of 11.6 among nursing staff.

Considering non-essential frames as those included by 40% or less of subjects, Martin included none of the non-essential frames included by nursing staff, as compared with a range of 1-4, a median of 2, and a mean of 2 among nursing staff.

Considering non-essential frames as those included by 20% or less of subjects, Martin included none of the non-essential frames included by nursing staff, as compared with a range of 0-3, a median of 1 or 2, and a mean of 1.2 among nursing staff.

Considering essential frames as those included by 80% or more of subjects, Michael included 11 essential frames as compared with a range of 9-11, median of 10 and mean of 10.4 among nursing staff.

Considering essential frames as those included by 60% or more of subjects, Michael included 12 essential frames as compared with a range of 10-13, median of 11, and mean of 11.6 among nursing staff.

Considering non-essential frames as those included by 40% or less of subjects, Martin included two of the non-essential frames included by nursing staff, as compared with a range of 1-4, a median of 2, and a mean of 2 among nursing staff.

Considering non-essential frames as those included by 20% or less of subjects, Martin included two or the non-essential frames included by nursing staff, as compared with a range of 1-3, a median of 1 or 2, and a mean of 1.2 among nursing staff.

Michael also suggested at the end of the story as seen in the pictures that the man rang the police, who arrested the other gentleman.

NARRATIVE WITHOUT PICTURES VISIBLE (BASELINE, OUTCOME AND REASSESSMENT)
(PLANTING TREE)

MARTIN

At reassessment Martin included 9/11 (81.8%) of the frames by 80% or more of subjects. This compared with 8 (72.7%) of those frames following therapy and 5 ½ (50%) frames prior to therapy, and a range of 10-11 (90.9%-100%), median of 10 (90.9%) or 11 (100%) and mean of 10.4 (94.5%) amongst controls.

At reassessment Martin included 10/13 (76.9%) of the frames included by 60% or more of subjects, whilst following therapy, Martin included 8 (61.5%) of those frames, comparing with 5½ (42.3%) prior to therapy, and a range of 11-13 (84.6%-100%), median of 12 (92.3%) and mean of 11.6 (89.2%) for the control subjects.

At reassessment, Martin included two (33.3%) of the frames included by 40% or fewer of the control subjects. This contrasts with none both before and after therapy, and compares with a range of 0-3 (0%-50%), median of 2 (33.3%), and mean of 1.8 (30%) among control subjects. (He did, however, suggest that one of the men was pushed away, when this was not suggested by any of the other subjects.)

MICHAEL

At reassessment, as following therapy, Michael included 6 (54.5%) of those frames included by 80% or more of subjects, compared with 7 (63.6%) frames prior to therapy, and a range of 10-11 (90.9%-100%), median of 10 (90.9%) or 11 (100%) and mean of 10.4 (94.5%) amongst control subjects.

At reassessment, Michael included 7 (53.8%) of those frames included by 60% or more of subjects, whilst after therapy Michael included 8 (61.5%) frames. This compared with 9 (69.2%) frames prior to therapy, and a range of 11-13 (84.6%-100%), median of 12 (92.3%) and mean of 11.6 (89.2%) among control subjects.

At reassessment, Michael included one (16.7%) of the frames included by 40% or fewer of the control subjects. This compared with three (50%) frames following therapy, and one (16.7%) frame prior to therapy, and a range of 0-3 (0%-50%), median of 2 (33.3%), and mean of 1.8 (30%) among control subjects.

At reassessment, as following therapy, Michael included none of the frames included by 20% of the control subjects, as compared with one (33.3%) frame prior to therapy and a range of 0-3 (0%-100%), median of 1 (33.3%), and mean of 0.6 (20%) among control subjects, where 20% is equivalent to the inclusion of these frames by one of the control subjects. However, following therapy and at reassessment Michael did not include details of the argument between the men and of an additional event at the end of the story, both of which were not included by any of the control subjects, in contrast to the situation prior to therapy.

NARRATIVE WITHOUT PICTURES (OUTCOME AND REASSESSMENT)

(FISH STORY)

MARTIN

At reassessment Martin included 11 1/2 (82.1%) frames of those 14 frames included by 80% or more of control subjects, as compared with 10 (71.4%) frames at the completion of therapy, and a range of 11-14 (78.6%-100%), median of 13 (92.9%), and mean of 13.2 (94.3%) among control subjects.

At reassessment, Martin included 12 1/2 (83.3%) frames of those 15 frames included by 60% or more of control subjects, as compared with 11 (73.3%) at the completion of therapy, and a range of 12-15 (80%), median of 14 (93.3%), and mean of 13.8 (92%) among control subjects.

At reassessment, as at the end of therapy, Martin included one (33.3%) of those frames included by 40% or fewer subjects, as compared with their range of 0-3 (0%-100%), median of 1 (33.3%), and mean of 0.8 (26.7%).

At reassessment, as at the end of therapy, Martin included one (33.3%) of those frames included by 20% or fewer subjects, as compared with their range of 0-3 (0%-100%), median of 1 (33.3%), and mean of 0.8 (26.7%).

MICHAEL

At reassessment Michael included 12 (85.7%) of those frames included by 80% or more of control subjects, as compared with 13 (92.9%) at the end of therapy and a range of 11-14 (78.6%-100%), median of 13 (92.9%), and mean of 13.2 (94.3%) among controls.

At reassessment Michael included 13 (86.7%) frames of those included by 60% or more of control subjects, as compared with their range of 12-15 (80%), median of 14 (93.3%), and mean of 13.8 (92%).

At reassessment Michael included two (66.7%) of those frames included by 40% or fewer subjects, as compared with their range of 0-3 (0%-100%), median of 1 (33.3%), and mean of 0.8 (26.7%).

At reassessment Michael included two (66.7%) of those frames included by 20% or fewer subjects, as compared with their range of 0-3 (0%-100%), median of 1 (33.3%), and mean of 0.8 (26.7%).

NARRATIVE WITHOUT PICTURES (REASSESSMENT ONLY)

(ROBBER STORY)

MARTIN

Considering essential frames as those included by 80% or more of subjects, Martin included 6 ½ /11 (59.1%) essential frames as compared with a range of 9-11 (81.8%-100%), median of 10 (90.9%) and mean of 10.4 (94.5%) among control subjects.

Considering essential frames as those included by 60% or more of subjects, Martin included 9 /13 (69.2%) essential frames as compared with a range of 10-13 (76.9%-100%), median of 11 (84.6%), and mean of 11.6 (89.2%) among control subjects.

Considering non-essential frames as those included by 40% or less of subjects, Martin included none (0/8) of the non-essential frames included by control subjects, as compared with a range of 1-4 (12.5%-50%), a median of 2 (25%), and a mean of 2 (25%) among control subjects.

Considering non-essential frames as those included by 20% or less of subjects, Martin included none (0/6) of the non-essential frames included by control subjects, as compared with a range of 0-3 (0%-50%), a median of 1 (16.7%) or 2 (33.3%), and a mean of 1.2 (20%) among control subjects.

MICHAEL

Considering essential frames as those included by 80% or more of subjects, Michael included 11 (100%) essential frames as compared with a range of 9-11 (81.8%-100%), median of 10 (90.9%) and mean of 10.4 (94.5%) among control subjects.

Considering essential frames as those included by 60% or more of subjects, Michael included 12 (92.3%) essential frames as compared with a range of 10-13 (76.9%-100%), median of 11 (84.6%), and mean of 11.6 (89.2%) among control subjects.

Considering non-essential frames as those included by 40% or less of subjects, Michael included two (25%) of the non-essential frames included by control subjects, as compared with a range of 1-4 (12.5%-50%), a median of 2 (25%), and a mean of 2 (25%) among control subjects.

Considering non-essential frames as those included by 20% or less of subjects, Michael included two (33.3%) of the non-essential frames included by control subjects, as compared with a range of 0-3 (0%-50%), a median of 1 (16.7%) or 2 (33.3%), and a mean of 1.2 (20%) among control subjects.

Michael also suggested at the end of the story as seen in the pictures that the man rang the police, who arrested the other gentleman.

APPENDIX K
PROCEDURAL DATA

**PROCEDURAL DISCOURSE SAMPLES OF
PARTICIPANTS WITHOUT
SCHIZOPHRENIA**

**PROCEDURAL DISCOURSE SAMPLES OF
PARTICIPANTS WITH SCHIZOPHRENIA**

FRAME ANALYSIS OF PROCEDURAL DATA

SUBJECT 3

THERAPY COMPARATIVE DATA

PROCEDURE 1

ehm from a patient's point of view

so if you were telling them say they were going to move to Windsor what would be involved from their side

well eh their all their em personal belongings have to be itemised

and bagged up into the property bags

and then that would be sent across

ehm I suppose depending on the the nature of the move as well

umm that's about it really I should imagine

it's you know eh if it was a move because of bad behaviour

then you know obviously it's a lot different

but if it's a normal move the property 's bagged up

and it's gone across

and then you just give a very any support ehm if they were worried about the move you know

because going off a ward if they've been on a ward for ten years

and that's pretty eh

SUBJECT 4

THERAPY COMPARATIVE DATA

PROCEDURE 1

well if the patient was ready to move to Windsor

he would have been in this hospital quite a time

and would probably have knowledge of what's going on

but if he was a bit unsure

we would have to sort of say to him like

you have now completed your term here on the ward

and it's time to move on now to a parole ward

where you will be given extra privileges

and also extra leave days to go outside the hospital

to do rehab. shopping trips visits home

to prepare them for when they actually leave

either to go to another RSU

or to go home

ehm

we wouldn't expect them to have too many doubts of what's going on

because the time they spent on this ward which can be four to eight years they would know

They already know

SUBJECT 5

THERAPY COMPARATIVE DATA

PROCEDURE 1

right well if they were moving to another ward

I think it would probably be good to to to have a chat with them with regards to the ward that

they were going to explaining the ward before they actually get there

eh and eh tell them a bit about the ward

if it was say for instance a ward that eh if they were going from say B ward to eh say D. Ward

where you've got eh high dependency and low dependency you'd explain to them

that they'd get a bit more freedom a bit more things you know easy you know it would be a bit

more easy going as f as far as regulations and that actually on the ward

eh explain to them that all their stuff eh thateh that was you know eh their property and what have

you they've got in their rooms would all be documented down eh with them present

eh and then they would be signing after you know once they were happy with eh everything that

was eh bagged up

and eh it would all be sent over to the ward

eh and it would be explained to them that they would be able to take a small bag with essential

things til such time that their stuff come over by the porters

SUBJECT 1

THERAPY COMPARATIVE DATA

PROCEDURE 2

What would I say

well ehm the first thing is

we'd need to check up that he's got an account

and that has been set up

with the cashier

what he would then need to do is to get a form from the office

ehm

and the form in the form he needs to fill out in detail the quantity of the goods

and the goods itself

and the date

and his name

and his hospital number

and that would be then passed from his primary nurse to the clinical team leader

who would then sign it

and would also check with the accounts with the cash office

to check the patient had enough money in his account

to be able to spend it in the canteen

it would then be sent to the canteen

and the goods should arrive there on that day

whatever way it happens their belongings would actually be transported across by porters

SUBJECT 2

THERAPY COMPARATIVE DATA

PROCEDURE 1

what would I say to him if he's new to the hospital

he wants to know how to get things from the canteen

How to get his things from the canteen

I would say to him that ehm what he could do

he can em have a visit to the canteen

have a look around

we actually do a canteen day

where he can go shopping

and therefore he doesn't have to put a req in

he can actually go over there

and have a look and see what's available

uhm if he didn't want to go on the canteen day

there there's a possibility we could take him over there anyway

and he could have a look around

and therefore if there was anything that he didn't want that he couldn't see

he could just ask the guy

and he'd probably be able to get it

ehm which is a lot better than just putting a req in and hoping for the best

is that alright

SUBJECT 3

THERAPY COMPARATIVE DATA

PROCEDURE 2

ehm explain to them that they have to fill a requisition in

and ehm explain that Tuesdays is our canteen time

that eh if it could wait til Tuesday or if it wasn't urgent they can obviously get into a regular

pattern

every Tuesday reqs go in

or they can go across to the canteen on Tuesday

and get their their canteen that way

or if it's urgent their req can be sent off

and they can be dropped over by the porters

so it's not really a big problem

SUBJECT 4

THERAPY COMPARATIVE DATA

PROCEDURE¹

well I'd sit down and tell 'em the procedure that we follow

which is

which would be

that you could fill a req in

if if it was on a Tuesday

and that's our canteen day

and then th we would send that to the canteen

and the porters would bring the item back if they had it in the shop

and the his account would be debited

but if it was a Tuesday

then we would have what they call a canteen run

and what happens there is all the poeple that wish to go shopping

eh put their name down with the radio person

and then at ten o'clock we go across to the canteen

where they can do their own shopping themselves

and pick out what they want

and then they come back to the ward

and it's delivered about lunchtime

SUBJECT 5

THERAPY COMPARATIVE DATA

PROCEDURE

well I'd explain to them they'd have to go down eh with a req eh a requisition form

which would have to be filled in by themselves and signed by a nurse in charge of the ward or a

or a clinical nurse leader

then that would be sent over eh by eh porters or they would be handed in you know on our

canteen day or whatever

and they would be the the stuff that they needed to get would be sent over in a box to them eh

that afternoon or depending or you know probably the next day or something like that

SUBJECT 1

THERAPY COMPARATIVE DATA

PROCEDURE 3

Yes

well ehm initially the nurse his primary nurse again would actually make contact with medical

records

and just for date's sake

and eh depending on the section the patient's on it would be six months or so

and the patient may or may not already have a solicitor

ehm but again the primary nurse would liaise with medical records

about getting this patient a solicitor and eh setting that up

so initially an initial meeting would take place with the solicitor

the primary nurse would be there to support eh the patient along the way

but it is independent

and the nurse is independent of tribunals

ehm but the nurse has to be very much aware that you know their patient is is having their their

rights and needs being met

right

right

and what is actually involved in the tribunal

what's actually involved ehm

well the meeting takes place off the ward

and well there's a judge a social worker a report done by ehm the ward doctor

there isn't isn't a nursing presence

there possibly should be

as nurses could have an objective view as well on the patient's condition

I think (chuckle)

ehm I think eh patients' relatives would certainly be invited

and it would just be an independent view

ehm another view of where the patient's treatment currently is and where it's going

and then a report's submitted

and that's it

SUBJECT 2

THERAPY COMPARATIVE DATA

PROCEDURE 3

right

(Cough)

right (cough) I'd I mean hopefully they've got a solicitor

if they've got a solicitor

then then the first thing they need to do is to get themselves somebody to represent them

and and then they can apply ehm through their primary nurse for a for a a a tribunal

or through their solicitor whichever way whichever's easier

I mean if they get on really well with the nursing staff here we could easily get that arranged

once they've applied for a tribunal it might take some time

so in the meantime they need to really see their solicitor

and work out what they're going to be doing at the tribunal

or they can (unintelligible 4 syllables) why they're in the hospital

or what brought them here

what work they're gong to be doing while they're here

do they need to be here

and they can go over all that with their reperesentative

if they haven't got a representative

then a member of staff will quite easily

or actually an an advocate

somebody elsewhere elsewhere in the hospital if not in the ward
could help them out
arrange what will be happening
on the day of the tribunal
when it comes out
ehm no prior to their tribunal
ehm they'll have an independent doctor come and visit em
and therefore it doesn't give the view of the hospital
and it doesn't give the view of their representatives
it gives the view of somebody who's independent
of another professional
and how they see it
so then he'll have to give him an interview
and then on the day
ehm they'll go there
and there'll be three or I think I understand it's three lay people and a judge
some other people who e have as representative like tribunal representatives
diff different types of people and so on
that are of good standing in the community
and they sit there and listen to all the representations
from the doctor
from the solicitor
from the patient himself

ehm they will listen to you know words from the nursing saying what have you etcetera

s

SUBJECT THREE

THERAPY COMPARATIVE DATA

PROCEDURE 3

you got me on that one actually

it doesn't matter whatever you think because obviously to a patient it's what their perceptions are

yeah

I don't have much to do with that

ehm I don't know

I suppose the first move would be to see your primary nurse

and whatever nurse mental health commission eh I am not really sure

right

and then eh tribunal I think does does a judge sit on it

I I I'm not really sure who

a solicitor goes on it

I am not really sure

I haven't really paid much attention to that side of it to be honest

the closest I get to that is radioing them out and radioing them back in

so I've not really seen

OK that's fine

e

SUBJECT 4

THERAPY COMPARATIVE DATA

PROCEDURE 3

right ehm well

when the patient arrives here

if he is unwell

and doesn't apply for the tribunal

after three years he would automatically get one anyway

so he that would be explained to him also

if he's been here for about six months

we could say that he can apply for a tribunal

a after a year

ehm he then fills a form in

sends it off to medical records

and then it's taken up from there

ehm and he's allowed one of them every year

but if he doesn't

if he's too ill to apply

he doesn't want one

after three years he has to have one

ehm then we would explain him

he doesn't have to do anything

after the three year one

because it automatically kicks into place
but if they want to do for the year one
it's just a matter of writing to the medical records and applying for one
right
that's brilliant
what's involved in the actual tribunal
eh the tribunal
though I've never attended one
right
ehm a judge an outside judge comes
and I believe two lay people
and they look at the notes
assess the reports that have been written about the patient
over the that year or three years
and they assess it on that
and then they bring in the solicitors
they listen to the solicitors
they listen to the patient
and then they assess there you know the patient there and then
and on based on what they conclude then they give them a report
whether it be favourable or not favourable
and then the report is then sent to them

ehm usually by the next day

they usually get it the next day
the outcome of the report

SUBJECT 5

THERAPY COMPARATIVE DATA

PROCEDURE 3

right

a tribunal

eh eh the we have w you'd explain to the patient that there is a form to fill in eh with regards to

tribunals

I think they can have them every two year

I think

I am not sure

just I think it's about two year

explain to them that they fill the form in

that would go to medical records I think it would be

and they would notify them exactly when they would be entitled to have a tribunal

when such times came that they they could have one

they would be tell them where exactly it would be

down in the central in the central hall corridor

there's a room down there where they can acutally have their tribunal

explain to them the people that would probably be there with regards to the tribunal

what they would probably talk about

eh and eh and I think that would basically what you know eh

and what would happen in the actual tribunal

well I've never actually been into a tribunal

but I'd imagine that they would talk about how they were eh eh about their index offence

Eh possibly there would be a judge and what eh have you there eh explaining eh you know or

talking to them with regards to their index offences

an eh how they were coping eh you know in Broadmoor an and things like that

and really looking at the future eh and you know

and eh maybe treatment plans and stuff like that you know

MARTIN

PROCEDURE

(BASELINE)

right

in May 1995 I asked Dr H. if I was suitable to move to this ward

and he said he wanted to to leave it for a while

and that upset me a bit

but I got over that

and I had been asking my primary nurse about it intermittently

and he was saying you kn know you're not quite ready yet to move

then one time I was talking to the staff in the evening about it

and the next morning I asked about it again

and I was told a vacancy might come up on C.

And eh

Dr H. come to see me

he wasn't the RMO at that time

it was Dr V.

And Dr H. come to see me about it

and I was transferred to here

and went into a three bed dormitory

and it all happened within a few days

MICHAEL

PROCEDURE

(BASELINE)

Well it was my primary nurse N.T.

I don't know if you know her

she said that I didn't belong on B. anymore

and three times I came over to this ward to sample what it was like before I actually moved over here

now the first time when I came over from B. I was very worried

and she said something that she might have to give me some valium

if I was getting stressed out about it

in the finish I didn't take any

and the final time when I came over here

she left me here and she went back to her ward on B.

And I was left on the ward on my own

now I started speaking to the other patients on the ward

and I started mixing with them

and I started they were equally inquisitive about me they were

they were asking me where I had come from

and was I going to come onto this ward

and I said probably yes

and when N came back she said how did it go

and I said well I'm pleased that I didn't have any valium now

I have had a lovely evening
she said remember what happened before you came over she said
you said it was good
but when you got back to the ward you said you didn't want to move again
I said ah but I really do want to move this time
it's a really good ward
it's nice and quiet
and she said well we'll see
and she said a couple of days later
she said would you like to move to K. House tomorrow
and I said yes I would
and she said ah but you are not just saying that to please me are you
and I said no
I really would like to move over here
and I moved over with no trouble whatsoever
I moved over with no problems at all
and I am pleased I did now
I didn't want to come over at first
because I thought this ward would be like it was on C.
and this ward's totally different
it's quieter
they let the alarm bells
they never go off on this ward

it's always upstairs or downstairs

I mean the other night a couple of weeks ago

we got waked up when the fire alarm went off in the middle of the night

...

MARTIN

PROCEDURE

OUTCOME

well

there's two ways of getting things from the canteen

each ward has a specific day they visit the canteen

each house has a specific day

and and you go into the canteen

and you there's lots of food and products

some of the people who work there push

the patients take a basket and follow you around

to help to get you all you want

when they've done that they bring it up to the cash register

and they take your serial number

(unintelligible phrase)

and you sign the receipt

and they keep half

and you're given the other half

and the other way of doing it is putting in a requisition form

which is about the details of what you want to have

you sign it

and it has to be signed by one of the staff

countersigned

they take it over to the canteen
and prepare the box of what you want
and send it back to the ward
the other way of doing that is if if you have a visit
you can go into the canteen during the visit
and the person who visits you
if they want if want they want to
they can buy a bottle of drink
put it in a box with your name on it
and get it sent back to the ward

MARTIN

PROCEDURE

OUTCOME

eh at the time I often asked if I could come to this ward

I talked to Dr H. and Dr V. about it

and Dr H. Said it's a bit early at this stage for you to move

and I also talked to my primary nurse about it

then there there was a team meeting

he raised it

they told me there was a vacancy on this ward

and I packed my things

and moved here a few days later

MICHAEL

PROCEDURE

OUTCOME

well

we normally go to the canteen every Thursday morning

but you have to send your requisition form in if you want cigarettes stamps or phonecards

now you can still write down food and drink what you want on the requisition

or you can go across to the canteen

and make sure you actually get what you want

like crisps or squash or (2 syllable unintelligible word) whatever

cheese things like that

you can buy coffee tea bags

but you're not allowed to have glass jars

the staff if you've got a container

the staff will empty the coffee into it for you

but you're not allowed glass actually to store yourself in your in your own locker

but apart from that you're allowed to have cans

which on some of the wards obviously like C. and B. you're not allowed to have cans

but on these front block wards you are allowed them to keep in your room or in

your locker

but ofcourse you have got to have the money

that that's the major problem

because it's ever so easy to get into debt over it

to spend a lot and then find you haven't got enough money to cover it

and that means that the following week they'll give you a certain amount to spend like ten pounds

but you wouldn't be able to spend anymore than that

but I've never been in debt ever since I've been in the hospital

if if I haven't had the money for something I'll just wait for it

because I'm used to handling money

I used to budget for meself on the outside

and I decided if there was something I really wanted but couldn't afford then I would just have to

go without it

because in the real world

it's an unreal environment here like they'll give you money

but on the outside if you're on social security or invalidity benefit or whatever

you're going to have to budget for yourself

and obviously things like cigarettes are very expensive

and not really well I say they're it's not really sensible to buy them

well you've got nothing to show at the end of it

and they're so expensive

we're talking about over three pounds a packet of twenty

you know

and the patients here they get through those in a matter of no time

they really do
they blow their money on cigarettes
and then come scrounging for bits of food off other patients
and very often I say well you get the same amount
or you should get the same amount of money as me
I don't smoke
but I can't give you anything
because I need the food for myself
you have to make a stand sometimes
otherwise people if they found out you're an easy touch
they come to you all the time for stuff
and you have to say I have got it
but I'm sorry I need it for myself
and I've actually had to tell other patients that
I don't scrounge off anybody
if people offer me something that's different
and if I offer a patient something that's different as well
but I wouldn't give things away on a regular basis
no

MICHAEL

PROCEDURE

OUTCOME

well

moving is a very traumatic time for me

because the last time I had some very expensive books in my room

and I didn't want to bring them to this ward

I wanted them sent over to the stores

because I mean one book I had it cost me seventy five pounds

an art book

a very expensive book

and I I didn't want it lying around in me room

I know I've got I'm the only one with keys to me room

but obviously the staff have got keys

and they now and again they'll search the rooms

now and again they will

security checks

but what happened when I moved over from B. was

I sent all my books and magazines off to the stores

I got my other stuff like clothing and other things and me writing materials and stamps

I packed them all away in three big rubbish sacks

MARTIN

PROCEDURE 1

REASSESSMENT FOLLOWING INTERVAL AFTER THERAPY

well there are two main ways

the first is to go along on your canteen day

and the other way is to fill in a requisition form

you don't go over to the canteen

but they send it across in a box sometime later

with a receipt and what you have asked for

the shop is really well stocked

it's got a whole variety of tins and jars and things

cakes fruit chocolates drinks and things like that

PROCEDURE 2

well I had been asking if I could come to C. Ward

I'd asked Dr H. about it

he said it was a bit too early

and ehm I kept asking my primary nurse about it

and he said you're not ready yet to go over there and to take it

and ehm I don't think I realised it at the time

but my primary nurse went to the clinical team meeting

and suggested that I transferred to this ward

and they thought it would be

and it happened quite quickly

my property was bagged up in the in the (unintelligible phrase)

and sent across here

well I had been asking if I could come to C. Ward

I'd asked Dr H. about it

he said it was a bit too early

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MARTIN

PROCEDURE

REASSESSMENT FOLLOWING INTERVAL AFTER THERAPY

well when you first come to the hospital

in the first six months

you have a tribunal

six months later you have another one

and then it's every twelve months

if you don't apply for a tribunal within three years

then you get it automatically

the hospital applies on your behalf

ehm

the tribunal is to decide whether you should be detained or not

there's three people on the panel

a judge a doctor and a lay person

you go into the room

and you are also entitled to have a social worker and a consultant

the consultant speaks first

you can ask questions to the tribunal

the tribunal asks questions first

and your doctor

and the social worker

and the (unintelligible phrase)

their decision isn't (unintelligible phrase) to you immediately

you find out in writing a few days later what their decision is

the decision about Doctor Dr H. Contacting Dr K. Was in the recommendations from the tribunal

MICHAEL

PROCEDURE I

REASSESSMENT AT INTERVAL FOLLOWING THERAPY

well

if you want cigarettes stamps or phone cards you have to put in a requisition form in for

now if you're just buying ordinary things like toiletries stationery or food

that type of thing

you go over to the canteen

and one of the staff there will pick up a basket

and you go around telling them what you want

like chocolates crisp cheese whatever dairy products

you just tell them

but if you've got any glass objects

you have to hand them over to the staff for obvious reasons

just in case one got smashed

and somebody done something to another patient with it

so you have to hand the glass jars to the staff

but they'll give you something to keep the coffee in

if you want coffee that is

you can buy that over at the canteen

but it the some of the stuff over there is expensive

they do sell over trousers and shirts and T-shirts that kind of thing over there

but they're fairly expensive you know

I personally have never bought any clothes over there

but there's nothing to stop you doing it if you want to

but it might be a bit pricy

yeah

but it's our canteen day is every Thursday

each ward apart from the parole blocks

where they've got patients that are all on parole

they can go over to the canteen every day at a certain time to do their shopping

but if you haven't got parole it's your only time of the week to buy produce from the canteen

yeah

yeah

it's I I we were allowed to put reqs in on a Monday

but they've stopped that now

because they've been being snowed under with requisition forms from other wards aswell

and they just haven't got the staff to deal with it

the thing is they are patients that work in the canteen

when I first went in there I thought they were outsiders you know

that came in to work there

but they are they are patients that do most of the work there

but ofcourse there's got to be a couple of members of staff there

plus the ones that actually run the shop themselves

they mainly deal with the til with the prices and all htat kind of thing

and giving the receipts
that type of thing

yeah

yeah

MICHAEL

PROCEDURE 2

REASSESSMENT AT INTERVAL FOLLOWING THERAPY

from B.

Well

I've

I've got quite a lot of stuff in

I had quite a few books over on B.

But you see when I'd been interviewed about coming over to this ward

they said I might be in a seven bed dormitory

now I didn't want my expensive books lying about in there

because I've got some really expensive art books

and what happened was I told the staff that I wanted them sent over

oh I thought there was someone knocking at the door

it's the wind banging something just outside

is it

yes I can also hear banging

it's the wind banging something outside

I got all me books together

packed them up in a box

and had them sent over to the stores

but the rest of me stuff like me clothing stationery that kind of thing

I brought all that over with me
but it it always seems a bit of an upheaval moving wards
because it's waiting to go
and then when you arrive you've got to do things
you've got to find out where are you going to keep this
where are you going to keep that
and I was fortunate indeed in getting my own room
which really pleased me
because I like a bit of privacy you know
and a place to go
ofcourse in a dormitory you've got no privacy at all
any body can just walk in there and walk out whenever they like you know
and I I wasn't very pleased about the idea
but they more or less said well it was either the dormitory or nothing
so when I got a room I was really surprised
and I was still glad I sent my expensive books over to the stores
because I've had stuff nicked in the past
I have had some music tapes stolen
I have had a book stolen
and I have even had articles of clothing stolen
and this has made me wary kind of thing
and they've said I am obsessional about my checking
but I do like to be sure

I like to know where everything else
so if I decide I want a writing pad or
(Tape turned over)
say I'll keep this here
you just I just slung everything onto my bed
and later on I I took my time over putting my stuff away
but I do know where everything is in my room now
everything
I do know where it is

MICHAEL

PROCEDURE 3

REASSESSMENT AT INTERVAL FOLLOWING THERAPY

well what I've done

if you are you want to ask the staff for a solicitor

and either they'll give you one

or I've got a solicitor of my own

you could have her

Lucy

she'll come to see you

make an appointment to see her

the staff'll do it

they might even let you phone her up

or write to her

she'll come in to see you

and all and all the details about taking a tribunal

she'll deal with all the paperwork

she'll deal with it all

she'll arrange it

she'll come to see you

now what happens about a tribunal is

you've got a judge

you've got a doc a doctor

and you've got a lay member jsut an ordinary member of the public
now the president
or whatever you want to call him
or judge as some call him
he sits in the middle
the doctor sits on his right hand side
the lay member on his left hand side
and they will ask the solicitor questions
then they'll ask your doctor questions
your own doctor in B.
the tribunal doctor he will ask questions
and then they'll ask you questions yourself
now you can also have a relative there if you want one
if your parents are still alive you can have both of your parents
or you can have another member of the family
or you can have a friend of the family even
you could have them
but it's you're normally allowed one tribunal a year
but fortunately sometimes you are allowed two
in exceptional circumstances I think
you can have two
because I'm
I've put in for one again this year

this ell be my second one
but the first time you have one
try not to get too worried about it
because the very first one
they're just getting you used to how a tribunal operates
you're not likely to get a discharge a conditional discharge or a transfer
but you may you may well do on your second one
it depends on how well you do
obviously if you keep out of trouble
and do as you're told by the staff
the chances are you'll leave the hospital a lot quicker you know
yeah
but it's not to be worried about
I was nervous at first
when I had my first one
and that that's just natural
I think anybody who says he's not a bit frightened about it
he's a liar

PROCEDURE 1 THERAPY STUDY

ABSTRACT

subject 1 - what I would say

subject 2 - what would I say to him if he's new to the hospital

He wants to know how to get things from the canteen

How to get his things from the canteen

ORIENTATION

subject 1 - well ehm the first thing is...

What he would then need to do is to ...

Subject 2 - I would say to him that ehm what he could do

subject 3 - ehm explpain to them

SUBJECT 4 - WELL I'D SIT DOWN AND TELL EHM THE PROCEDURE THAT WE FOLLOW

SUBJECT 5 - WELL I'D EXPLAIN TO THEM

NARRATIVE

subject 1 - account details

Obtaining form

Filling out form

Nursing checks on form

Form sent to canteen

Goods returned from canteen

subject 2 - canteen day go shopping

Another day go to the canteen possibly

Putting a req. In (evaluation not so good, hoping for best)

subject 3 - one day/week req. Go in regularly

Same day/week visit to canteen

If it's urgent any day (evaluation so it's not really a big problem)

SUBJECT 4 - CANTEEN DAY FILL OUT REQ.

REQ SENT TO CANTEEN

PORTERS BRING BACK GOODS IF IN STOCK

ACCOUNT DEBITED

ALSO CANTEEN DAY

PEOPLE WHO PUT NAME DOWN WITH RADIO PERSON

10 O'CLOCK GO TO CANTEEN

CHOOSE SHOPPING

RETURN TO WARD

SHOPPING DELIVERED ABOUT LUNCHTIME

SUBJECT 5 - GO DOWN WITH A REQ. FORM

REQ. FORM FILLED IN BY SELVES

AND SIGNED BY NURSE

FORM SENT BY PORTERS

**OR HANDED IN ON CANTEEN DAY
OR WHATEVER**

Stuff sent over at one of a number of times

ie. Summary
FRAMES

EVALUATIONS

CODA
subject 2 - is that alright

PROCEDURE 2
THERAPY STUDY

ABSTRACT

subject 1 - ehm right

subject 2 - well what would be happening

Mm

Tell em what's happening

Right

subject 3 - ehm from a patient's point of view

So if you were telling them say they were ging to move to Windsor what would be involved from their side

**SUBJECT 4 - WELL IF THE PATIENT WAS READY TO GO TO WINDSOR
HE WOULD HAVE BEEN IN THIS HOSPITAL QUITE A TIME
AND WOULD PROBABLY HAVE KNOWLEDGE OF WHAT'S GOING ON
BUT IF HE WAS A BIT UNSURE**

**SUBJECT 5 - WELL IF THEY WERE MOVING TO ANOTHER WARD
I THINK IT WOULD PROBABLY BE GOOD TO TO TO HAVE A CHAT WITH
THEM WITH REGARDS TO THE WARD THAT THEY WERE GOING TO
EXPLAINING THE WARD BEFORE THEY ACTUALLY GET THERE
EH AND EH TELL THEM A BIT AOBUT THE WARD**

ORIENTATION

subject 1 - well it would begin first of all

subject 2 - I'd say that ehm

SUBJECT 4 - WE WOULD HAVE TO SORT OF SAY TO HIM LIKE

SUBJECT 5 - ALL IN THIRD PERSON: WOULD TELL THEM...

NARRATIVE

subject 1 - decision taken

primary nurse help get things together

List of belongings

Comparison of list with old list

Patient sign to confirm details on form

Nurse from other ward come to escort patient (dual escort)

Transfer via transport/walk

Belongings transferred by porters

Subject 2 - whatever happens need a member of staff

Pack up stuff with staff

Label belonging

Stuff stored in secure environment

Overnight stuff separate

Morning of move staff paperwork

Patient clears out locker and gives in key

Off goes patient

subject 3: personal belongings bagged up and itemised

(Evaluation: ehm I suppose depending on the nature of the move as well

Umm that's about it really I should imagine)

Bad behaviour -d ifferent

Property sent across

Support if necessary

SUBJECT 4 - COMPLETED TIME ON WARD

TIME FOR A PAROLE WARD

WHERE YOU WILL BE GIVEN EXTRA PRIVILEGES

AND ALSO EXTRA LEAVE DAYS TO GO OUTSIDE THE HOSPITAL

TO DO REHAB. SHOPPING TRIPS VISITS HOME

TO PREPARE THEM FOR WHEN THEY ACUALLY LEAVE

(CHANGE IN PERSON)

EITHER TO GO TO ANOTHER RSU OR TO GO HOME

SUBJECT 5 - VARIATION IN TERMS OF DEPENDENCY BETWEEN WARDS

DEGREE OF FREEDOM ON VARIOUS WARDS

BELONGINGS BAGGED UP, DOCUMENTED, AND THEY SIGN

CONFIRMATION

BELONGINGS SENT TO WARD

SMALL BAG WITH ESSENTIAL ITEMS UNTIL PORTERS COME

EVALUATIONS

CODA

subject 3: and that's pretty eh

SUBJECT 4: EHM

**WE WOULDN'T EXPECT THEM TO HAVE TOO MANY DOUBTS OF
WHAT'S GOING ON
BECAUSE THE TIME THEY SPENT ON THIS WARD
WHICH CAN BE FOUR TO EIGHT YEARS THEY WOULD KNOW
THEY ALREADY KNOW**

PROCEDURE 3

THERAPY STUDY

ABSTRACT

subject 1- yes

subject 2 - right

subject 3 - you got me on that one actually

I don't have much to do with that

Ehm I don't know

SUBJECT 4: RIGHT EM WELL

SUBJECT 5: RIGHT

A TRIBUNAL

ORIENTATION

subject 1 - well ehm initially

subject 2 - I'd I mean hopefully they've got a solicitor

If they've got a solicitor then then the first thing they need to do is

subject 3 - ehm I suppose the first move would be to

SUBJECT 4 - WHEN THE PATIENT ARRIVES HERE IF HE IS UNWELL

SUBJECT 5 - EH EH THE WE HAVE W YOU'D EXPLAIN TO THE PATIENT THAT

NARRATIVE

subject 1 - primary nurse liaise with medical records

Date variable

Date dependent on section

Obtain/contact solicitor

Initial independent meeting with solicitor with nurse present for support

Prompt: what is actually involved in the tribunal

Abstract what's actually involved ehm

Meeting off ward

Judge social worker ward doctor's report and no nursing presence

Patients' relatives invited (I think - uncertainty)

Independent view of treatment

Report submitted

subject 2 - need a representative

Apply for tribunal via solicitor/primary nurse

Discuss with solicitor or advocate from elsewhere in the hospital why in hospital...

Interview with independent doctor

On day of tribunal go to tribunal

'There'll be three or I think I understand it's three lay people and a judge'

Can be people of good standing in the community

Representations from doctor solicitor and patient

'Ehm they will listen to you know words from the nursing saying what have you etcetera'

subject 3: 'I suppose the first move would be to see your primary nurse

And whatever nurse mental health commission eh I am not really sure'

Right

'And then eh tribunal I think does does a judge sit on it

I I I'm not really sure who

A solicitor goes on it

I am not really sure

I haven't really paid much attention to that side of it to be honest

The closest I get to that is radioing them out and radioing them back in

So I've not really seen'

SUBJECT 4: IF UNWELL AUTOMATICALLY AFTER THREE YEARS

OTHERWISE APPLY AFTER A YEAR

PATIENT FILLS OUT FORM

PATIENT SENDS FORM TO MEDICAL RECORDS

PROMPT: WHAT'S INVOLVED IN THE ACTUAL TRIBUNAL

EH THE TRIBUNAL

THOUGH I'VE NEVER ATTENDED ONE

RIGHT

EHM A JUDGE AN OUTSIDE JUDGE COMES

AND I BELIEVE TWO LAY PEOPLE

AND THEY LOOK AT THE NOTES

**ASSESS THE REPORTS THAT HAVE BEEN WRITTEN ABOUT THE
PATIENT**

OVER THE LAST YEAR OR THREE YEARS

AND THEY ASSESS IT ON THAT

AND THEN THEY BRING IN THE SOLICITORS

THEY LISTEN TO THE SOLICITORS

THEY LISTEN TO THE PATIENT

AND THEN THEY ASSESS THERE YOU KNOW THE PATIENT THERE

AND THEN

**AND ON BASED ON WHAT THEY CONCLUDE THEN THEY GIVE THEM
A REPORT**

WHETHER IT BE FAVOURABLE OR NOT FAVOURABLE

AND THEN THE REPORT IS THEN SENT TO THEM
EHM USUALLY BY THE NEXT DAY
THEY USUALLY GET IT THE NEXT DAY
THE OUTCOME OF THE REPORT

SUBJECT 5 - FORM TO FILL IN

'I THINK THEY CAN HAVE THEM EVERY TWO YEAR

I THINK

I AM NOT SURE

JUST I THINK IT'S ABOUT TWO YEAR'

*.... FORM - THAT WOULD GO TO MEDICAL RECORDS I THINK IT WOULD
BE'*

*'AND THEY WOULD NOTIFY THEM EXACTLY WHEN THEY WOULD BE
ENTITLED TO HAVE A TRIBUNAL*

*WHEN SUCH TIMES CAME THAT THEY THEY COULD HAVE ONE'
SPECIFICATION OF LOCATION*

WHO WOULD BE THERE AND WHAT TALKED ABOUT

*EG. 'EH POSSIBLY THERE WOULD BE A JUDGE AND WHAT EH HAVE
YOU THERE EH EXPLAINING EH YOU KNOW OR TALKING TO THEM
WITH REGARDS TO THEIR INDEX OFFENCES*

*AND EH HOW THEY WERE COPING EH YOU KNOW IN BORADMOOR
AN AND THINGS LIKE THAT*

AND REALLY LOOKING AT THE FUTURE EH AND YOU KNOW

*AND EH MAYBE TREATMENT PLANS AND STUFF LIKE THAT YOU
KNOW'*

CODA

subject 1 - and that's it

PROCEDURE 1 THERAPY STUDY

	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5
ABSTRACT	YES	YES	No	No	No
ORIENTATION	YES	YES	YES	YES	YES
NARRATIVE					
CANTEEN DAY	No	YES	YES	YES	YES
NAME DOWN WITH RADIO MAN	No	No	No	YES	No
GO ON CANTEEN DAY	No	YES	YES	YES	1/2
TIME OF CANTEEN VISIT	No	No	No	YES	No
POSS. GO ANOTHER DAY	No	YES	YES	No	No
ACCOUNT DETAILS	YES	No	No	No	No
ACCOUNT DEBITED	No	No	No	YES	No
OBTAINING FORM	YES	No	No	No	YES
FILLING OUT FORM	YES	No	No	YES	YES
NURSING CHECKS ON FORM	YES	No	No	No	YES
FORM SENT TO CANTEEN	YES	YES	YES	YES	YES
GOODS RETURNED FROM CANTEEN	YES	YES	No	YES	No
TIME GOODS DELIVERED	No	No	No	YES	No
AVAILABILITY OF ORDER	No	YES	No	YES	No
APPROPRIATE ORDERING					
EVALUATIONS	No	YES	YES	No	No
CODA	No	YES	No	No	No

PROCEDURE 2 THERAPY STUDY

	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5
ABSTRACT	YES	YES	YES	YES	YES
ORIENTATION	YES	YES	No	YES	YES
NARRATIVE					
DECISION	YES	No	No	No	No
EXPLANATION RE: CHANGE OF WARD	No	No	No	YES	YES
PRIMARY NURSE YES INVOLVEMENT		YES	No	No	No
PACKING BELONGINGS	YES	YES	YES	No	YES
ITEMISING BELONGINGS	YES	YES	YES	No	YES
PATIENT CONFIRMING BELONGINGS	YES	No	No	No	YES
COMPARISON WITH OLD LIST	YES	No	No	No	No
STORE BELONGINGS SECURELY	No	YES	No	No	No
ESCORT	YES	No	No	No	No
TRANSFER	YES	YES	No	No	No
TRANSFER METHOD	YES	No	No	No	No
BELONGINGS WITH PORTER	YES	No	YES	No	YES
SEPARATE OVERNIGHT BELONGINGS	No	YES	No	No	YES
STAFF PAPERWORK	No	YES	No	No	No
LOCKER AND KEY	No	YES	No	No	No

VARIATIONS DUE TO NATURE OF MOVE	No	No	YES	No	No
PATIENT SUPPORT	No	No	YES	No	No
EVALUATION	No	No	No	No	No
CODA	No	No	YES	YES	No

BASELINE MEASURE
PROCEDURE 2 THERAPY STUDY

	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5	MICHAEL	MARTIN
ABSTRACT	YES	YES	YES	YES	YES	No	YES
ORIENTATION	YES	YES	No	YES	YES	No	No
NARRATIVE							
EVENTS/VISITS PRIOR TO DECISION	No	No	No	No	No	YES	YES
DECISION (Implicit)	YES	No	No	No	No	YES	
EXPLANATION RE: CHANGE OF WARD	No	No	No	YES	YES	YES	YES
PRIMARY NURSE YES INVOLVEMENT IN PACKING	YES	YES	No	No	No	No	No
PACKING BELONGINGS	YES	YES	YES	No	YES	No	No
ITEMISING BELONGINGS	YES	YES	YES	No	YES	No	No
PATIENT CONFIRMING BELONGINGS	YES	No	No	No	YES	No	No
COMPARISON WITH OLD LIST	YES	No	No	No	No	No	No
STORE BELONGINGS SECURELY	No	YES	No	No	No	No	No
ESCORT	YES	No	No	No	No	YES	No
TRANSFER	YES	YES	No	No	No	YES	YES
TRANSFER METHOD	YES	No	No	No	No	No	No
DETAILS OF PLACE TRANSFERRED TO	No	No	No	No	No	YES	YES
BELONGINGS WITH PORTER	YES	No	YES	No	YES	No	No
SEPARATE OVERNIGHT BELONGINGS	No	YES	No	No	YES	No	No

STAFF PAPERWORK	No	YES	No	No	No	No	No
LOCKER AND KEY	No	YES	No	No	No	No	No
VARIATIONS DUE TO NATURE OF MOVE	No	No	YES	No	No	No	No
PATIENT SUPPORT	No	No	YES	No	No	YES	YES
EVALUATION	No	No	No	No	No	YES	YES
CODA	No	No	YES	YES	No	No	YES

PROCEDURE 3
THERAPY STUDY

	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5
ABSTRACT	YES	YES	YES	YES	YES
ORIENTATION	YES	YES	YES	YES	YES
NARRATIVE					
APPROACH PRIMARY NURSE	YES	YES	YES	No	No
LIAISE WITH MEDICAL RECORDS	YES	No	No	YES	YES
DATE OF TRIBUNAL	YES	No	No	½	YES
LOCATION OF TRIBUNAL	no	No	No	No	YES
OBTAIN/CONTACT SOLICITOR	YES	YES	No	No	No
INDEPENDENT MEETING WITH SOLICITOR	YES	YES	No	No	No
INTERVIEW WITH INDEPENDENT DOCTOR	No	YES	No	No	No
TRIBUNAL W/OUT PROMPT	No	YES	YES	No	YES
MEETING OFF WARD	YES	½	YES	No	1/2
JUDGE PRESENT	YES	YES	YES	YES	YES
LAY PEOPLE SOCIAL WORKER PRESENT	No YES	YES No	No No	YES No	No No
WARD DOCTOR REPORT	YES	No	No	½	No
DOCTOR PRESENT	No	YES	No	No	No
SOLICITOR PRESENT	No	YES	YES	YES	No
NO NURSING PRESENCE	YES	No	No	No	No

NURSING COMMENTS	No	YES	No	No	No
PATIENT RELATIVES	YES	No	No	No	No
VIEW OF TREATMENT	YES	YES	No	YES	YES
REPORT SUBMITTED	YES	No	No	YES	No
PATIENT RECEIVES REPORT	No	No	No	YES	No
CODA	YES	No	No	No	No

OUTCOMES

PROCEDURE 1 THERAPY STUDY

	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5	MICHAEL	MARTIN
ABSTRACT	YES	YES	No	No	No	YES	YES
ORIENTATION	YES	YES	YES	YES	YES	YES	YES
NARRATIVE							
CANTEEN DAY	No	YES	YES	YES	YES	YES	YES
NAME DOWN WITH RADIO MAN	No	No	No	YES	No	No	No
GO ON CANTEEN DAY	No	YES	YES	YES	½	YES	YES
TIME OF CANTEEN VISIT	No	No	No	YES	No	No	No
POSS. GO ANOTHER DAY	No	YES	YES	No	No	No	No
ACCOUNT DETAILS	YES	No	No	No	No	YES	YES
ACCOUNT DEBITED	No	No	No	YES	No	YES	YES
OBTAINING FORM	YES	No	No	No	YES	No	No
FILLING OUT FORM	YES	No	No	YES	YES	YES	YES
NURSING CHECKS ON FORM	YES	No	No	No	YES	YES	YES
FORM SENT TO CANTEEN	YES	YES	YES	YES	YES	YES	YES
GOODS RETURNED FROM CANTEEN	YES	YES	No	YES	No	No	YES
TIME GOODS DELIVERED	No	No	No	YES	No	No	No
AVAILABILITY OF ORDER	No	YES	No	YES	No	YES	No
FOOD AVAILABLE	No	No	No	No	No	YES	YES
ROLE OF ORDER TO PATIENTS	No	No	No	No	No	YES	1/2
APPROPRIATE ORDERING							
EVALUATIONS	No	YES	YES	No	No	YES	No
CODA	No	YES	No	No	No	No	No

OUTCOMES

PROCEDURE 2 THERAPY STUDY

	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5	MICHAEL	MARTIN
ABSTRACT	YES	YES	YES	YES	YES	YES	YES
ORIENTATION	YES	YES	No	YES	YES	YES	YES
NARRATIVE							
EVENTS/VISITS PRIOR TO DECISION	No	No	No	No	No	YES	YES
DECISION	YES	No	No	No	No	No	YES
EXPLANATION RE: CHANGE OF WARD	No	No	No	YES	YES	No	1/2
PRIMARY NURSE YES INVOLVEMENT IN PACKING		YES	No	No	No	No	No
PACKING BELONGINGS	YES	YES	YES	No	YES	YES	YES
ITEMISING BELONGINGS	YES	YES	YES	No	YES	No	No
PATIENT CONFIRMING BELONGINGS	YES	No	No	No	YES	No	No
COMPARISON WITH OLD LIST	YES	No	No	No	No	No	No
STORE BELONGINGS SECURELY	No	YES	No	No	No	YES	No
ESCORT	YES	No	No	No	No	No	No
TRANSFER	YES	YES	No	No	No	YES	YES
TRANSFER METHIOD	YES	No	No	No	No	No	No
DETAILS OF PLACE TRANSFERRED TO	No	No	No	No	No	YES	No
BELONGINGS WITH PORTER	YES	No	YES	No	YES	No	No
SEPARATE OVERNIGHT BELONGINGS	No	YES	No	No	YES	No	No
STAFF PAPERWORK	No	YES	No	No	No	No	No
LOCKER AND KEY	No	YES	No	No	No	No	No
VARIATIONS DUE TO NATURE OF	No	No	YES	No	No	No	No

MOVE							
PATIENT SUPPORT	No	No	YES	No	No	YES	1/2
EVALUATION	No	No	No	No	No	YES	No
CODA	No	No	YES	YES	No	YES	YES

REASSESSMENT

PROCEDURE 1 THERAPY STUDY

	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5	MICHAEL	MARTIN
ABSTRACT	YES	YES	No	No	No	YES	YES
ORIENTATION	YES	YES	YES	YES	YES	YES	YES
NARRATIVE							
CANTEEN DAY	No	YES	YES	YES	YES	YES	YES
NAME DOWN WITH RADIO MAN	No	No	No	YES	No	No	No
GO ON CANTEEN DAY	No	YES	YES	YES	½	YES	YES
TIME OF CANTEEN VISIT	No	No	No	YES	No	No	No
POSS. GO ANOTHER DAY	No	YES	YES	No	No	(Impossibility)	No
ACCOUNT DETAILS	YES	No	No	No	No	YES	No
ACCOUNT DEBITED	No	No	No	YES	No	YES	YES
OBTAINING FORM	YES	No	No	No	YES	No	No
FILLING OUT FORM	YES	No	No	YES	YES	YES	YES
NURSING CHECKS ON FORM	YES	No	No	No	YES	No	No
FORM SENT TO CANTEEN	YES	YES	YES	YES	YES	No	YES
GOODS RETURNED FROM CANTEEN	YES	YES	No	YES	No	(Implicit)	YES
TIME GOODS DELIVERED	No	No	No	YES	No	No	YES
AVAILABILITY OF ORDER	No	YES	No	YES	No	No	YES
SELECTION OF GOODS AVAILABLE	No	No	No	No	No	YES	YES
SECURITY CONSIDERATIONS	No	No	No	No	No	YES	No
APPROPRIATE ORDERING EVALUATIONS	No	YES	YES	No	No	YES	No
CODA	No	YES	No	No	No	YES	No

REASSESSMENT

PROCEDURE 2 THERAPY STUDY

	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5	MICHAEL	MARTIN
ABSTRACT	YES	YES	YES	YES	YES	YES	YES
ORIENTATION	YES	YES	No	YES	YES	YES	YES
NARRATIVE							
DECISION	YES	No	No	No	No	(Implicit)	YES
EXPLANATION RE: CHANGE OF WARD	No	No	No	YES	YES	No	YES
PRIMARY NURSE YES INVOLVEMENT		YES	No	No	No	No	No
PACKING BELONGINGS	YES	YES	YES	No	YES	YES	YES
ITEMISING BELONGINGS	YES	YES	YES	No	YES	No	No
PATIENT CONFIRMING BELONGINGS	YES	No	No	No	YES	No	No
COMPARISON WITH OLD LIST	YES	No	No	No	No	No	No
STORE BELONGINGS SECURELY	No	YES	No	No	No	YES	No
ESCORT	YES	No	No	No	No	No	No
TRANSFER	YES	YES	No	No	No	YES	YES
TRANSFER METHOD	YES	No	No	No	No	No	No
BELONGINGS WITH PORTER	YES	No	YES	No	YES	No	No
SEPARATE OVERNIGHT BELONGINGS	No	YES	No	No	YES	No	No
STAFF PAPERWORK	No	YES	No	No	No	No	No
LOCKER AND KEY	No	YES	No	No	No	No	No
VARIATIONS DUE TO NATURE OF MOVE	No	No	YES	No	No	No	No
PATIENT SUPPORT	No	No	YES	No	No	YES	No
DETAILS OF PLACE TRANSFERRED TO	No	No	No	No	No	YES	No

EVALUATION	No	No	No	No	No	YES	YES
CODA	No	No	YES	YES	No	YES	YES

REASSESSMENT

PROCEDURE 3
THERAPY STUDY

	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5	MICHAEL	MARTIN
ABSTRACT	YES	YES	YES	YES	YES	YES	YES
ORIENTATION	YES	YES	YES	YES	YES	YES	YES
NARRATIVE							
APPROACH PRIMARY NURSE	YES	YES	YES	No	No	No	No
LIAISE WITH MEDICAL RECORDS	YES	No	No	YES	YES	No	No
DATE OF TRIBUNAL	YES	No	No	½	YES	No	YES
LOCATION OF TRIBUNAL	no	No	No	No	YES	No	No
OBTAIN/CONTACT SOLICITOR	YES	YES	No	No	No	YES	No
INDEPENDENT MEETING WITH SOLICITOR	YES	YES	No	No	No	YES	No
INTERVIEW WITH INDEPENDENT DOCTOR	No	YES	No	No	No	No	YES
TRIBUNAL W/OUT PROMPT	No	YES	YES	No	YES	YES	YES
MEETING OFF WARD	YES	½	YES	No	½	No	No
JUDGE PRESENT	YES	YES	YES	YES	YES	YES	YES
LAY PEOPLE	No	YES	No	YES	No	YES	YES
SOCIAL WORKER PRESENT	YES	No	No	No	No	No	YES
WARD DOCTOR REPORT	YES	No	No	½	No	YES	YES
DOCTOR PRESENT	No	YES	No	No	No	YES	YES
SOLICITOR PRESENT	No	YES	YES	YES	No	YES	No
NO NURSING PRESENCE	YES	No	No	No	No	No	No
NURSING COMMENTS	No	YES	No	No	No	No	No
PATIENT RELATIVES	YES	No	No	No	No	YES	No
VIEW OF TREATMENT	YES	YES	No	YES	YES	YES	YES
REPORT SUBMITTED	YES	No	No	YES	No	No	YES

PATIENT RECEIVES REPORT	No	No	No	YES	No	No	YES
CODA	YES	No	No	No	No	YES	YES

APPENDIX L

DISCOURSE SAMPLES USED FOR

INTERRATER AND INTRARATER

RELIABILITY STUDY

subject 1
narrative a
(beggining of second side)

yeah ehm the father puts the dinner on
for his little girl

there's a fly hanging on
what looks to be like a sausage
or banana

so she wants to give it a smack
to kill it

her father says don't don't kill it
just take it out

it will fly out the window

let it fly

so it goes out the window

eh puts it to the window

so it flies out the window

and it flies out

it flies back round

and it hits him on the head

next it stings him on the head

next thing the guy's at the table again

and it's having a go at his dinner

so the guy picks i up
with a big bruise on his head
with his jacket

and says damn you are going fly

and that's it really
story)

subject 1

eh how I make a sandwich
[yeah]

yeah

two pieces of bread
[mm]

a bit of filling
whatever I want

get some butter
a knife

put them on your bread

spread the butter on the bread
butter, on bread)

and (unintelligible word) the sandwich with what I like
what vegetables and whatever
what meat and whatever

put another piece of bread on top of it

cut it down corner to corner

put it on a plate

sit down at a table
with a cup of tea

and eat it

subject 2
narrative a
(70)

something to do with a fly

[right]

or something to do with a wasp

[right]

(6 seconds)

on the kid's food

and the father wants to squat it one

[mm]

tries to send it away on its own

but it doesn't want to go

so looks like he tries to swot it one
16)

[that's great]

[that's absolutely fine]

subject 2
procedure

(101)

get two two slices of bread

butter both sides
or one one side of each

'n get whatever you want to put on the sandwich
cheese or ham

that's is what I like

put the cheese in the sandwich

put the two slices of bread together

and just to trim it up
cut it into quarters
and garnish it

subject 3
narrative a

well there's eh what looks like a rather large hornet
interfering with the child's meal

the child's about to swot the hornet
or the fly
whatever it's supposed to be

and the father stops the child

and takes the food as far as the window
c(father, food, from x, to
window)
where the fly is eh ushered out the window

and it immediately flies back in

and stings the father on the head

it comes in

and lands on the on the father's food

and the father gets irate

and goes to swot it with a teatowel

subject 3
procedure

(93)

make a sandwich
[yeah]

eh ordinarily if it's a slice of bread or whatever

you get a couple of slices of bread from a loaf

eh
(6 secs)

but when I make a sandwich
I tend not to use butter or margarine

but eh ordinarily if I'm making a sandwich for somebody else
but (9, 12)
then ehm I
ehm well a certain amount of margarine or butter onto each sl
ice of bread

ehm decide what fillings are going to be used

and place whichever filling it is being used
19, on 21)
on one side of the bread

cover it with that one
the other slice of bread

on the buttered side

or if it's on both

and I normally cut it in half
either diagonally
or just straight across
half way
[right]

subject 4
narrative a

(125)

a man is trying to teach his son
or whatever it is how not to kill animals and stuff

eventually it pisses him off

so a bit of a hypocrite

subject 4
procedure

(188)

how I make a sandwich
[yeah]

put two slices of bread

put whatever filling you want in it
+be c(filling, that)

and eat it I suppose

subject 5
procedure

(204)

Take a loaf of bread

get two slices of bread

butter them

em decide what the filling will be

place it in the centre of the bread

put the two slices together

APPENDIX M

Please find enclosed session outlines as they were written by the researcher in preparation for the session.

Thus, the focus of the sessions was as follows:

Session 1:

Identifying key information in terms of Hennessey's 'who', 'what', 'where' and 'why',
Followed by an activity using the above information in role play of everyday activities.

Session 2:

Recognition of elements of story grammar and key procedural elements in procedures,
Followed by language production tasks where the narrative structure was provided and participants were required to produce a discourse sample relevant to their everyday life.

Session 3:

Introduction to the concept of variation in response to contextual requirements,
And participants completed language production tasks where the structure/framework was not provided.

Session 4:

Language tasks involved everyday situations in which the participant would be expected to adapt his language in response to context.

Session 5:

This introduced participants to the concept of meta-awareness, with participants encouraged to monitor their language production.

SESSION 1 OUTLINE

<u>NO.</u>	<u>TIME</u>	<u>ACTIVITY</u>
1	<i>5 mins.</i>	TIME TO CATCH UP How has past week been How is today Outline of session
2	<i>5 mins.</i>	Brainstorm/Discussion 'WH WORDS'
3	<i>20 mins.</i>	EXERCISE Read through variety of letters.... Highlight essential points Label them (with wh words)
4	<i>10 mins.</i>	DISCUSSION ABOUT ACTIVITY A. Conclusions B. Difficulty of task C. Enjoyment of task (Conclusions: title, and first paragraph: key facts Which wh words are most important Also problem/initial difficult situation Then solution/current state of play)
5	<i>5 mins.</i>	HOMEWORK PREPARATION

SESSION 2 OUTLINE

1. *(5 mins.)* How's past week been
 How did homework go
 How's today
 Outline of session

2. *(15 mins.)* Discussion/brainstorm

 Session 1- excellent for brief summary
 However, also narrative
 And procedure

 Use short story to help suggest a story grammar
 And to discuss the amount of specification/detail...

 Lead to the production of a story grammar
 And humorous reminder of contexts

3. *(10 mins.)* Exercise
 Describe to me the first thing that comes to mind that has happened to
you in the last month (using story grammar)
 Describe the same thing for a new league of friends visitor

4. *(10 mins.)* Discussion about activity:
 A. conclusions
 B. Difficutly of task
 C. Enjoyment of task

5. *(5 mins.)* Homework:
 Describe what you did the last evening you went out to a social,
 After deciding to whom you are speaking.

SESSION 3 OUTLINE

1. *(5 mins.)* How's past week been
 How did homework go
 How's today
 Outline of session
2. *(15 mins.)* Discussion/brainstorm

Sessions 1 and 2 - order for summary/
 Narrative

One more relevant point - variation depending on context.
Sheet about context - discuss

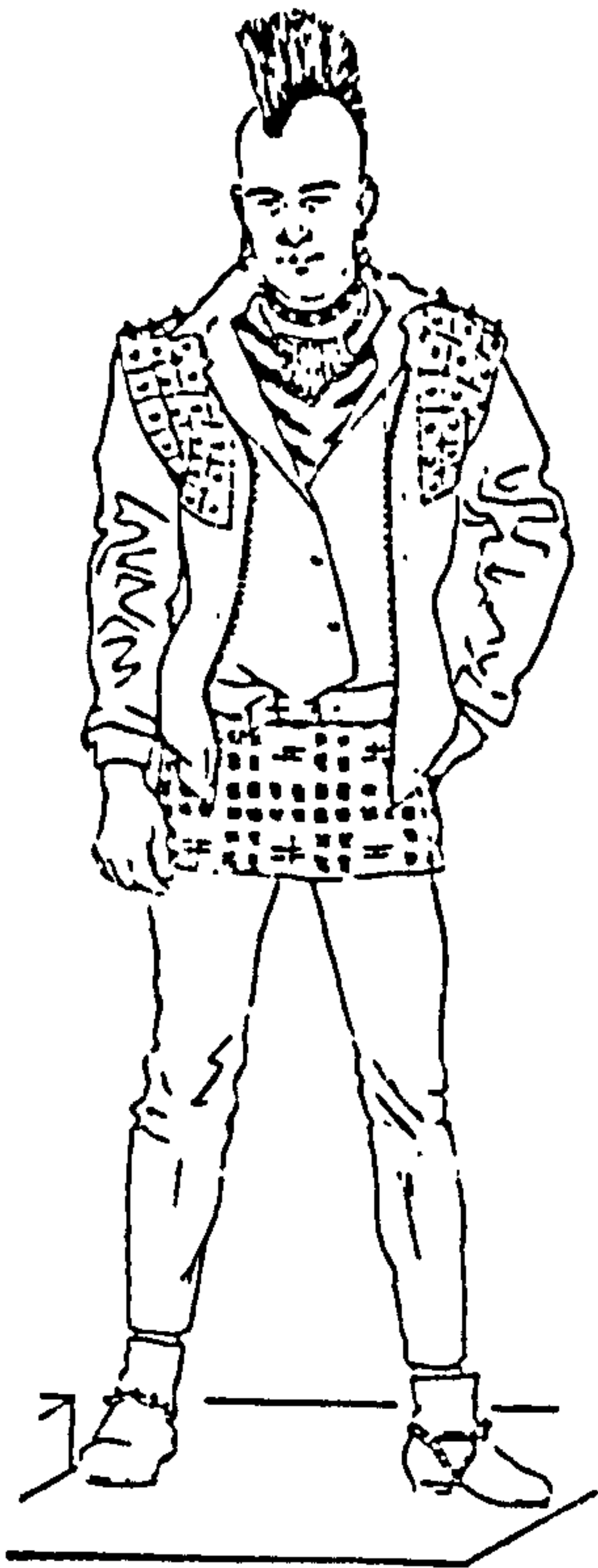
Decide 3 letters they would like to write
3. *(15 Mins.)* Exercise
 Draft three letters
4. *(10 mins.)* Discussion about activity:
 A. Conclusions
 B. Difficulty of task
 C. Enjoyment of task
5. *(5 mins.)* Homework:
 Draft a further letter.

SESSION 4 OUTLINE

1. (5 mins.)
 - How's past week been
 - How did homework go
 - How's today
 - Outline of session
2. (15 mins.)
 - Discussion/brainstorm
 - Look at paper on context variation, (included in the paper)
 - And consider the actual variation in language
3. (15 mins.)
 - Exercise
 - Consider topics egs. What they did at the weekend
 - Their cooking
 - A story about their childhood
 - i. Telegraph eg. To primary nurse/best friend
 - ii. Communicate it to someone new to the hospital
 - iii. Speak about it to the Dr at your case conference/Tribunal
 - iv. How would you say it if this were an article in the media
4. (10 mins.)
 - Discussion about activity:
 - A. Conclusions
 - B. Difficulty of task
 - C. Enjoyment of task
5. (5 mins.)
 - Homework:
 - One section of above task

CONSIDER

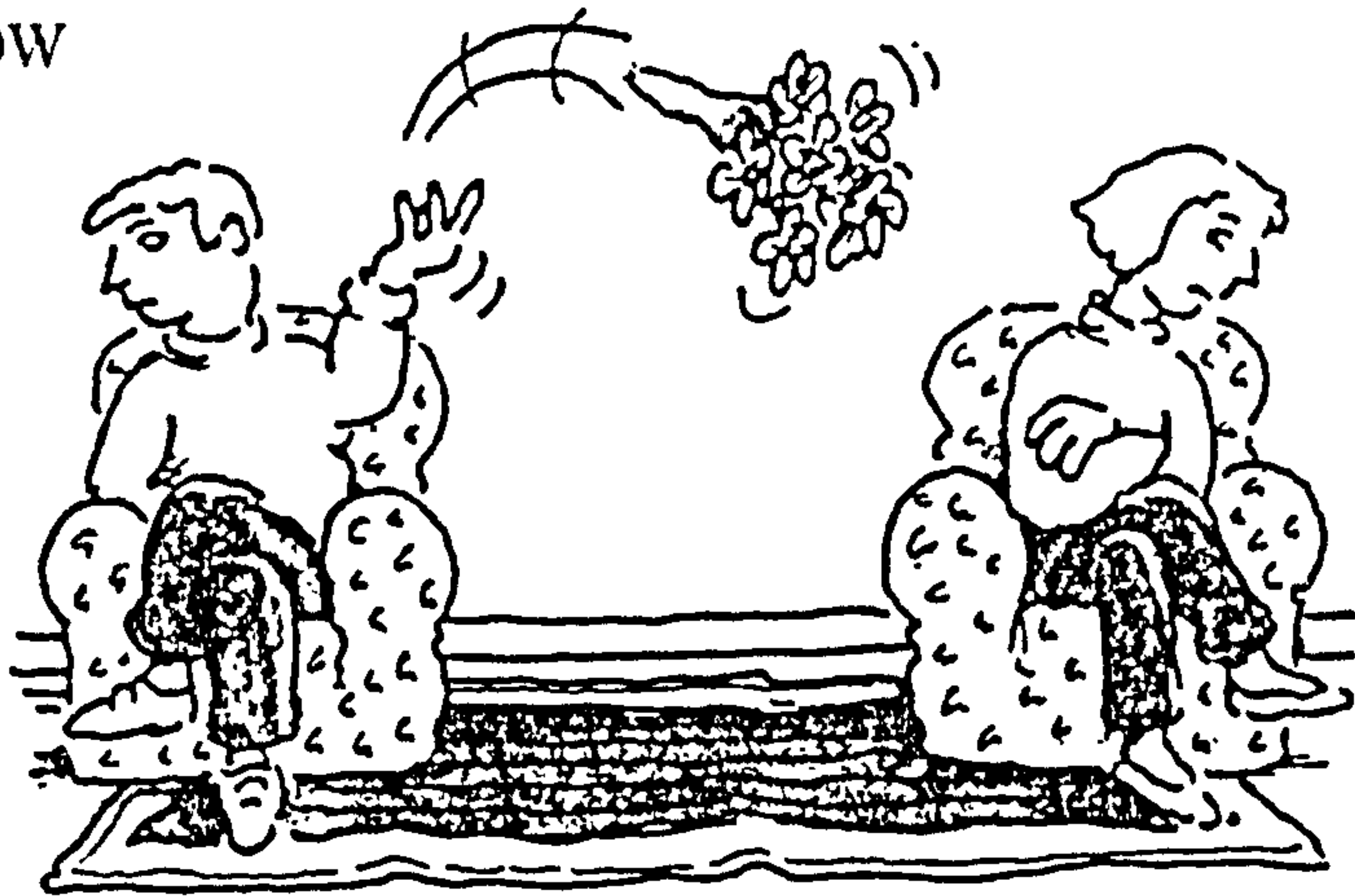
WHO YOU ARE SPEAKING TO



THE SITUATION



WHAT THE PERSON KNOWS/DOESN'T KNOW



THE PERSON'S UNDERSTANDING



SESSION 5 OUTLINE

1. (5 mins.) How's past week been
 How did homework go
 How's today
 Outline of session
2. (15 mins.) Discussion/Brainstorm
 What constitutes the most difficult situation for you?
 Why is it difficult?/What makes it special?
3. (15 mins.) Exercise
 Communication for different exemplars of the above
4. (10 mins.) Discussion about activity:
 A. Conclusions
 B. Difficulty of task
 C. Enjoyment of task
5. (5 mins.) Homework:

